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AN EVALUATION OF AN EXPERIMENTAL PRACTICUM COURSE IN A TEACHER EDUCATION PROGRAM

by

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A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled AN EVALUATION OF AN EXPERIMENTAL PRACTICUM COURSE IN A TEACHER EDUCATION PROGRAM submitted by Jennifer S. Belanger in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION.

K.G. Jacknicke
Supervisor
....
Eugene Ratsoy

Date June 29, 1983

ABSTRACT

This study examined an experimental course, Ed.Pra. 252, a course which constituted the second phase of a new four-part teacher education program in Alberta. The purpose of the course was to provide student teachers with a general background and a gradual introduction to teaching. The course had two components, a practicum component and a methods component.

Data were gathered from 9 faculty consultants, 16 student teachers and 16 cooperating teachers primarily by means of pre- and post-questionnaires administered to the student teachers and cooperating teachers; by interviews conducted with student teachers, cooperating teachers, and faculty consultants; and by in-school activity sheets completed by the student teachers.

Overall, the course was well received. Both student teachers and cooperating teachers felt that the experience provided a good background for future practica. All the student teachers recommended that the course be required for all future secondary education students.

The in-school section of the course was very well received by both the student teachers and cooperating teachers. Most student teachers experienced a gradual introduction to teaching, with a good deal of observation early in the practicum which was gradually replaced with teaching duties. Student teachers were generally pleased with their school placement (subject areas and cooperating

teachers), and felt that the evaluation scheme (the in-school portion of the grade being provided by the cooperating teachers alone) was fair. Cooperating teachers, however, preferred that a university faculty consultant share evaluation responsibilities. The most significant problem was that the schedule (two half days per week) was not well integrated with the school timetables, and consequently student teachers could not experience much continuity with a given class. The student teachers also felt that they would like to teach more, but this was not compatible with the program objectives.

Initially, both cooperating teachers and student teachers had reservations about the course manual. After reading the manual, most cooperating teachers began to see its value, although many suggested revisions to it. Student teachers, on the other hand, generally did not appreciate the manual, perhaps because most had put little effort into completing the activities in it.

The methods class was not well received by most students. Many complained that the three-hour class was too long. Questionnaires revealed that many did not read the course text and handouts; students were often absent from class. On the other hand, all participants (students, cooperating teachers, and faculty consultants) approved of the topics covered in the course, and the students felt that the evaluation of their performance in the course was fair.

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I. INTRODUCTION TO THE STUDY

The purpose of this study was to describe the origin, development and evaluation of an experimental course, Educational Practicum 252 (Ed.Pra. 252). This course was offered on an experimental basis to 16 volunteer student teachers enrolled in Secondary Education at the University of Alberta during the winter term 1979 and consisted of two parts, a three hour per week university class and a two half day per week in-school experience.

The study sought answers to the question "What are the most and least valuable learning experiences in the in-school and in-class sections of the practicum?" The study examined the value of the course objectives and evaluated the student teachers' activities to determine which activities should be added, augmented, diminished or deleted. The type of assistance cooperating teachers required was also determined.

Information reported in the study was gathered primarily by questionnaires, interviews, and activity sheet checklists. To determine the participants' initial perceptions of the course and their backgrounds for participating in the course, a questionnaire was given to both the student teachers and cooperating teachers prior to the beginning of the course. A post-questionnaire was used to determine how well the pre-determined course objectives were met and what material should be added to or deleted from the course. Interviews with each participant were held twice during the course to assess the participants' views of the course as it was progressing. Other relevant information was collected by interviewing the faculty consultants, many of whom were members of the Phase II Planning Committee, the steering committee for the experimental course. Activity sheet checklists were used to monitor the activities the student teachers were engaged in during the program.

A. Questions Asked by the Study

Specific questions asked included:

1. From the student teachers' and cooperating teachers' points of view, what is the importance of being knowledgeable in the following areas: a. what teaching is, b. classroom management, c. interpersonal communication skills and group processes, d. maintaining discipline, e. instructional techniques and strategies, f. questioning strategies and techniques, g. curriculum planning, h. assessment and evaluation of students, and i. peer teaching?
2. From the student teachers' and cooperating teachers' points of view, what is the importance of the following in-school activities: a. informal discussion with the classroom teacher, b. informal discussion with other teachers in the school, c. observing a variety of classes, d. examining school materials and plans and

materials of the teachers', e. examining student written work and examinations, f. helping the classroom teacher with administrative tasks, g. teaching individual students, h. teaching small groups, i. teaching whole classes and j. talking to administrators?

3. From the student teachers' and cooperating teachers' points of view, what is an appropriate form of evaluation of the student teacher for the in-school experience?
4. From the student teachers' and cooperating teachers' points of view, how important are the course objectives and how well were the objectives achieved?
5. What type of assistance did the cooperating teachers require from the University of Alberta?

B. The Course: Ed.Pra. 252

Aspects of the course which included its history, development, objectives, final form and participants are discussed below.

1. Rationale and History of Ed.Pra. 252

In February, 1977 the three universities in Alberta presented a proposal to the Government of Alberta requesting that a thirteen week field experience be a requirement for the B.Ed. degree (Proposal, 1977). According to Ratsoy, Babcock and Caldwell (1978): "The proposal represented the culmination of four years of discussion regarding the need for change in the existing program of teacher education" (p.1).

Prior to the proposal for extended practicum Young (1973) noted that the ATA carried out two research projects each entitled, "Teachers' Evaluation of Their Preparation for Teaching" (1961 and 1971). He states: "In each study, the most frequent suggestion for improvement of teacher preparation was the establishment of a program that would result in more classroom experience" (pp. 1, 2).

As well as the ATA recommendation regarding more classroom experience, the Undergraduate Studies Revision Committee (USRC, 1977) also recommended that the Faculty of Education:

> Require that all K to 12 teacher preparation programs include a minimum of thirteen weeks of field experiences distributed over more than one year of the student's program (p. 8).

In May of 1977 the government responded and a ministerial statement was released which described a new policy for future teacher education programs in Alberta. It stated that:

> Beginning this fall the universities will introduce a valuable program of practical classroom experience equivalent to thirteen full weeks field training for Bachelor of Education Degree students. This will more than double the field experience presently provided. By 1981 successful completion of an extended practicum will be a requirement for professional certification (p.1).

After this development it remained for the universities to revise their teacher education programs in order to meet this requirement. Shortly after the release of the ministerial statement the Division of Field Experiences at the University of Alberta prepared a document entitled, "Education Practicum: 1977/78 and Beyond" (1977). This document, described as a "working guide," outlined the practicum experiences in Phases I, II, III, and IV, noting that the first three phases were to be compulsory for all education students, while Phase IV was to be optional (Education Practicum: 1977/78 and Beyond, 1977). Phase I of the new practicum program allowed for the "students to be in the school for the equivalent of one week" (Education Practicum: 1977/78 and Beyond, 1977). Regarding Phases II and III the document recommended that: "In total, Phases II and III should require a minimum of 12 weeks of field related experiences" (p. 5). The secondary route program was designed to have the Phase II portion consist of four weeks of field experiences and the Phase III portion consist of eight weeks. The entire program was to consist of 13 weeks of student teaching.

This study was concerned with the experimental course developed for the Phase II requirement of the new program. Prior to the new program, the student teaching experience consisted of only the eight week professional term for most subject areas in the Department of Secondary Education. The document "Education Practicum: 1977/78 and Beyond" (1977) specifies that the purpose of the Phase II experience:

> ...would be to have students become aware of through analysis and application, some of the

> crucial factors in teaching and learning and to continue to expand the instructional role of the student teachers. Experiences designed to fulfill this purpose should complement and lead into the experiences provided in courses offered in other components of the teacher education program. This phase would also serve as a screening function with successful completion of Phase II required for entry to Phase III (p.6).

In addition to describing the purpose of Phase II, the document also describes what the Phase II experiences should be:

> Phase II experiences should provide the student with full-time school experiences in a suitable block or blocks of time. This phase should be companion to university course work or activities which focus upon certain features common to instruction in a wide variety of settings such as Classroom Management, Discipline, Motivation, Planning, and others (p.6).

The companion course of the Education Practicum was suggested later in 1978 by another committee. The committee on Basic Skills and Knowledge (CBSK) recommended that two Education Curriculum and Instruction (Ed.CI) courses (Ed.CI XXX and XYZ) be made common to curriculum departments in the Faculty of Education (CBSK, 1978). [1]The experimental course being evaluated here is the Ed.CI course XXX and its partner Ed.Pra. 252. The other Ed.CI course, XYZ, at that time remained to be developed, but has since been developed and is part of Phase III of the overall program. It should be noted that the document "Education Practicum: 1977/78 and

---

[1] Prior to the identification of the course, Ed.CI XXX by the CBSK (1978) the USRC (1977) had recommended that: 9. A core of basic skills and knowledge be identified and organized in Faculty courses and that these experiences be common to every program of teacher preparation (p.7).

Beyond" applies to all departments within the Faculty of Education. However, the course being evaluated is a responsibility of the Department of Secondary Education only. Therefore, the experimental course which is to be evaluated is a combination of practicum and Ed.CI XXX. The practicum had its origin in the contractual agreement with the government to increase the student teaching experience to 13 weeks, while the Ed.CI part was the result of a recommendation of the CBSK report which was reviewed by the Faculty of Education Council and accepted.

The experimental course (Ed.Pra. 252) was a 6 credit course which was offered at the University of Alberta during term II, January to April, 1979. It was developed to supplement the present teacher education program. When implemented, the course added an additional four weeks of student teaching to the pre-existing program of field experiences. Now the entire practice teaching program for education students includes 13 weeks of student teaching. As noted above, the Ed.Pra. 252 course was developed in response to a government suggestion and to the CBSK report's recommendation. Its successor (Ed.CI 352, 3 credits, and the companion practicum, Ed.Pra. 353, 3 credits,) became compulsory for all B.Ed. graduates in 1981.

The purpose of the experimental program outlined above was twofold. First, the experimental program was an attempt to determine what type of content should be included in the final version to be implemented in the 1979-80 term. Second, it was an attempt to determine what types of in-school activities would be most appropriate for the field experience of the prospective teacher.

2. Development of the Course

The in-university phase of the course was developed with the help of two Secondary Education Practicum Associates.[2] They were partly responsible for the selection of the curriculum content and activities to be included in the course. A steering committee known as the Phase II Planning Committee, comprised of three academic staff, Chairman of the Under-Graduate Coordinating Comittee, and the Associate Chairman of the Department of Secondary Education guided the Practicum Associates by holding frequent meetings to review and modify their proposals regarding content and activities (Education Practicum Bulletin, #2, 1978). The committee and the associates were responsible for the final form of the course to be implemented in the 1979-80 term. The manual for the course, the course content, and the in-school activities had all been discussed and revised at the various meetings. As well, some input was obtained by a questionnaire and an interview administered to all members of the Department of Secondary Education. Since this particular course would eventually be taught by all staff of Secondary Education, this input was deemed crucial. Early modification which occurred was, in part, based on the reactions of the staff to the proposed content of the experimental course. Another agency directly involved with the development of this course was the large Practicum Committee established in 1977 (Jackson, 1977). This committee was further subdivided into a smaller committee which was responsible for formulating Phase II guidelines. According to Ratsoy, Babcock, and Caldwell (1978)

---

[2] Practicum Associates are school teachers who are seconded from school districts, generally for a period of one year. As the name implies, they are responsible for practicum-related activities. The Practicum Associate for Ed.Pra. 252 instructed the experimental course under the direction of Dr. K. G. Jacknicke.

> Expectations for accomplishments in 1978/79 were largely concerned with extending the work of 1977/78 including preparation of Phase II guidelines and preliminary work on Phases III and IV (p.56).

"Phase Specific Guidelines" (Field Services, 1978) had been developed by the Education Practicum Committee just prior to implementation of the pilot project. Although the Phase II Committee was unable to consider the guidelines directly during the development of the course, indirectly they had received feedback from the practicum committee via one of the committee members who was a member of both committees. This member kept the Phase II Committee informed of the plans regarding the development of the Phase II guidelines. The Phase II Committee reviewed the guidelines in more detail while the course was being piloted.

3. Objectives

The following objectives are from the "Education Practicum 252 Interim Manual (Experimental Program), 1978-79."

a. A close integration of theory and practice will be maintained wherever possible with a view to examining theory and practice as differing aspects of the same thing. It is hoped that students will develop for themselves an understanding that there is a reciprocal arrangement between theory and practice, and that one always affects the other. Both on-campus and in-school activities will be used to help students experience this integration.

b. Emphasis is placed upon the development in the student teacher, through analysis and application, of specific skills and techniques related to teaching and learning, as well as social-professional interaction.

c. In keeping with the belief that students should be introduced to the complexities of teaching on a gradual basis, students should move from participation in teaching/learning situations characterized initially by brief lessons or components of lessons, small groups of learners, less frequent and complex responsibilities, and a high degree of support in planning; to participation in teaching/learning situations that involve longer lessons with larger, and/or more numerous groups, with a greater degree of responsibility for planning and organization. As well, students should move from the development, application, and analysis of simple teaching skills and methodologies to more complex and sophisticated teaching skills and methodologies.

d. Pedagogy, the principles and methods of teaching, are combined with many other aspects of school life and are fundamental to our notion of being educated. There are a variety of pedagogical styles, each with its own set of underlying assumptions, which need to be examined.

e. Students should be provided with an opportunity to reflect upon their own assumptions and beliefs about learning, children's intellectual status, teaching style, and curricula, in order for them to begin development of their own pedagogical style (p.1).

4. Final Course

The experimental course consisted of two parts, an in-school experience and a university class which ran concurrently. The in-school experience consisted of two half days per week for approximately 10 weeks[3] and was designed to acquaint the student teacher with classroom techniques, mainly through observation, and to develop to a minimum degree some skills of teaching. It was in this course that the student teacher was given his first opportunity to teach, but this was only to a minor degree. For example, the student teacher was expected to assist the teacher with administrative duties, such as taking attendance. He was also expected to do some individual tutoring and some teaching of small groups. The whole experience culminated in the student teacher teaching single lessons to an entire class.

The university class which was held three hours per day, one day per week, dealt with the theory and content of the course, peer teaching, and discussion of problems the student teacher encountered at the school.

Arrangements were made by the Committee to hold four in-service sessions for the cooperating teachers. The intent of the in-service sessions was to provide information to the cooperating teachers concerning what was expected of them in this course and to obtain feedback information from them regarding the activites that the students were involved in. The committee planned to use this feedback for future revision of the course. As well, it was planned that the committee members themselves become directly involved with the in-school activities. Most members of the committee visited some schools and observed student teacher activities. The committee used its information for revision of the course while it was in operation. The two practicum associates also visited the student teachers and made day-to-day revisions in the course content.

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[3] The length of the program varies depending upon whether the Ed.CI portion or the practicum portion is being discussed. The Ed.CI class was designed to run 14 weeks, including examination week. Such weeks as the first three weeks and the last week of term, the schools' spring break, and teachers' convention meant that some student teachers were in the schools as few as eight weeks.

It should be noted that the Phase II experimental course, Ed.Pra. 252, differed from the Phase II courses, Ed.CI 352 and Ed.Pra. 353, which were offered in 1979-80 (that is, the term following the experimental course). The experimental course, Ed.Pra. 252, was a six credit course held for one semester. The situation in 1979-80 was somewhat different. The student teachers took two courses, each three credits, one of which was Ed.CI 352 and represented the theory and content portion of the experimental course. This course ran for two weeks of intense university classes. The second course, Ed.Pra. 353 (Teaching in the Secondary School) represented the in-school portion of the experimental course. The student teacher was in the schools full days for four weeks, which is markedly different from the amount of time the student teacher spent in the schools during the experimental course. The student teachers involved in the following year's program attended a half-day callback session during the practicum, whereas callbacks were not held for the Ed.Pra. 252. To be noted as well was the fact that the student teachers registered according to subject area specialization and clusters of subject areas, which was not the case for the experimental course.

A further change in format was introduced in 1980-81. The Ed.CI 352 course ran for the first 10 weeks of the term (2 classes of 2 hours duration per week plus 3 micro-teaching laboratories held on Fridays) followed by a four-week in-school practicum. Student teachers were brought back two half days during the four-week practicum for callback sessions. This format is the one currently being used for the Phase II Program.

5. Participants in the Pilot Project

Sixteen student teachers were involved in the experimental course. All of the student teachers had completed the Phase I course, Ed.Pra. 251, ("An Introduction to the School," Education Practicum Bulletin, #2, 1978). According to the Education Practicum Handbook (1978-79), this course:

> ...Involves the student one half day per week for ten weeks in the school in a teacher assistance and observation role and one half day per week in a seminar on campus (p.5).

According to the Education Practicum Bulletin, #2, 1978) "Students will be assigned to either one, or at the most two, teachers in their chosen subject area for the entire term" (p. 3). Therefore, the participants included the student teachers, cooperating teachers, the instructors of the course, and some members of the Phase II Planning

Committee. It should be noted that the student population was comprised of student teachers volunteering to take the experimental course. The student teachers represented a wide variety of majors since there was no request by the department with reference to subject area specialization. The course was of a general nature.

C. Assumptions and Limitations of the Study

This study made two general assumptions and has two limitations.

1. Assumptions

The two assumptions are

a. The study assumed that the responses the subjects made to the interviews and questionnaires were accurate. Since the interviews were verified, as noted above, the information gathered should be representative of the respondent's feelings on the topics. Some questions on the questionnaires were verified by cross-checking information from the interviews.

b. That the general objectives and intent of the university course and practicum experience would be similar in future years. Although, as noted above, future courses were more subject-area clustered than the experimental course, it was assumed that the general objectives and intent of the course would remain much the same.

2. Limitations

The two limitations of the study are

a. Formal generalizability of the results was compromised by the fact that the samples used in the course were not random samples, but volunteer subjects. However, as noted above, there was no reason to suspect that the samples used in the experiment were markedly different from secondary education student teachers in general.

b. The experimental course, as noted above, included students from all disciplines, while the course which ran the following year was intended to be more subject-area clustered. Although this may have changed some of the activities in the course or changed certain emphases, as noted above, it was not expected that the general objectives and intent of the course would change substantially beyond the suggestions included in this evaluation.

D. Organization of the Study

The eight chapters of the thesis discuss the background, procedures, and results of this investigation:

Chapter I provides a general introduction and overview of the study. It presents the problem, questions to be asked by the study, a description of Ed.Pra. 252 (which includes the history, objectives, participants, and development of the course) and assumptions and limitations of the study.

Chapter II briefly discusses research related to this study. The review of the research includes recent theories on methods of evaluation, previous Education Practicum surveys, questionnaire construction, and interview techniques.

Chapter III describes the samples of the study, the procedures used for data collection (which included questionnaires, interviews, and checklists), additional sources of information, and the methods of analysis of the data.

Chapters IV to VII report the findings of the study:

Chapter IV, The Manual,

Chapter V, The In-school Experience,

Chapter VI, The Ed.CI Course, and

Chapter VII, Supplementary Data.

Chapter VIII presents a summary of the results of the study, a list of recommendations, and a discussion section in which the researcher presents a number of opinions and feelings regarding the overall study.

II. RELATED RESEARCH

Review of the research on educational evaluation reveals the existence of a continuum extending between two major methods, quantitative and qualitative. The quantitative method, when used exclusively, has been criticized for omitting significant information. Examination of previous practicum evaluations carried out at the University of Alberta and a survey administered to university professors revealed that questionnaires were the primary data-gathering methods used in these studies. The current evaluation, however, used techniques from both the quantitative and qualitative models; hence, this chapter discusses and examines the literature in the following areas:

a. recent theories of evaluation

b. previous practicum evaluations at the University of Alberta

c. Ed.CI topic survey results

d. the advantages, disadvantages, and construction of questionnaires

e. types of interviews (structured and unstructured)

f. methods of conducting interviews.

A. Review of Recent Theories on Methods of Evaluation

Research on educational program evaluation suggests two common methods of evaluation, traditional evaluation models which are based almost exclusively on questionnaires and standardized tests; and models using methods from anthropology and sociology, often termed phenomenological models, which are based on participant observation and interviews. Patton (1975), Pohland (1972), Werner (1978), and Wilson (1976) have outlined and discussed the two approaches. This evaluation used the findings of the above researchers as the basis for the types of evaluation activities used for the interviews conducted during the course.

Traditional models of evaluation have been criticized both because they attempt to quantify human activity in terms of natural science and because they are too narrow and consequently omit important information. Patton (1975) suggests that the dominant paradigm in evaluation has been the natural science model and suggests that one of the limitations of this paradigm is

> ...the very dominance of the Scientific Method in evaluation research appears to have cut off the great majority of its practitioners from serious consideration of any alternative research paradigm. The label 'research' has come to mean the equivalent of employing the Scientific Method--of working within the dominant paradigm.

Instead, Patton feels that evaluation should rely on:

> field techniques from an anthropological rather than natural science tradition, techniques such as participant observation, in-depth interviewing,

> detailed description, and qualitative field notes (p. 8).

Pohland (1972) suggests that the basis of the traditional evaluation model is "naturalism" but feels that evaluation should be based on "idealism." Naturalism, he says, is behavioristic, operational, and quantitative, but idealism bases the source of knowledge in experience (p.5). He quotes Bruyn (1963) who says that the idealistic tradition emphasizes "inner perspective" while the naturalistic model emphasizes "outer perspective". Accurate evaluation, Pohland suggests, can come only from understanding the inner perspective.

Wilson (1976) feels that traditional models of evaluation are too structured and that they are designed to change peoples' behavior rather than to assess it. He criticizes traditional models of evaluation because they:

> depend upon operational definitions, employ research designs and statistical techniques, and possess an interest in control and certainty for the sake of efficiency (p. 26).

Wilson proposes instead a broader approach, called meta-level study, which he feels goes beyond the surface aspects evaluated by traditional models.

Wilson distinguishes between "etic" viewpoints (those of outsiders) and "emic" viewpoints (those of participants) and suggests that these viewpoints distinguish between two purposes of evaluation. The "etic" viewpoint, he suggests, views education as "a process of changing the way people behave" (p. 68) while, in Wilson's words:

> The emic-evaluative approach views education as a process by which people construct social reality. It assumes that people give meaning to the events they have experienced in the classroom situation. Emic-evaluative inquiry seeks to understand the descriptions people give to their interpretations of the educational phenomena they have experienced (p. 68).

A practical example, which includes the two types of evaluation Wilson discusses is the British Columbia Social Studies Assessment 1977 Summary Report. This evaluation was "Evaluation from the Outsiders' and Insiders' Perspectives." Aoki, Langford, Williams and Wilson (1977) say:

> Typically, the evaluators' stance in doing an assessment is that of 'an outsider' looking on .... To complement this view, we employed techniques to approach the 'insiders' world...(pp. 7,8).

Werner (1978) examines evaluation from the perspective of the evaluator and outlines three perspectives, each of which yields a different type of information. The traditional model, according to Werner, an ends-means model, evaluates the outcomes in terms of specified goals:

> This perspective of evaluation as judging the relationship between the means and ends of a program not only dominates the literature, but also is associated with sophisticated models for guiding research (p. 94).

He suggests that "situational" and "critical" perspectives can add information not gathered by the traditional model. The situational perspective "shows a concern with the perceptions which people have of the program" and therefore evaluators judge a program "on the situational meaning and relevances which it may have in the experience of the various participants." The "critical" perspective, on the other hand, focuses on the foundations of a program and therefore the evaluator's task is "uncovering and judging the most basic factors of a program which generally remain hidden, and therefore unquestioned, by participants." Werner argues, however, that all three have value:

> All three of these perspectives are appropriate datum and methodology...not one of them is 'right' or 'wrong'. Rather, each is appropriate for different purposes.... As such, we cannot argue for the use of any one perspective alone, but for the combined use of all three in program evaluation (p. 96).

The main criticism of the traditional methods of evaluation, then, seems to be that when a particular method is used exclusively, important information which could give the evaluator a better understanding of the thing being evaluated is often omitted. Recent theorists suggest that there are dimensions of human activity not considered by traditional models of evaluation. The proposed study attempted to overcome some of the problems with traditional evaluation models by conducting non-structured interviews with each student teacher twice, with three cooperating teachers three times, with nine secondary education methods professors (including the two instructors of the course) once, and with the Assistant Dean of Practicum once during the 12 week pilot project. Semi-structured interviews were conducted over the telephone with all the cooperating teachers twice during the program.

B. Previous Practicum Evaluations at the University of Alberta

Previous evaluations of education practicums at the University of Alberta have been conducted using either the questionnaire or the interview techniques of data gathering. Four reports dealing with evaluation of practicum programs at the University of Alberta during the 1977-78 year,[4] used questionnaires almost exclusively. These studies, however, dealt with large sample groups. For example, the three Faculty of Education Program Evaluation reports involved 279 students, 322 cooperating teachers, 131 faculty consultants and 51 administrators. Young's master's study (1973), on the other hand, used a mixture of questionnaires and interviews. He gave a final questionnaire to the 31 teachers and 31 students in the practicum (he felt that interviews were not feasible), but interviewed the 19 school principals rather than giving them questionnaires. These were semi-structured interviews. Superintendents were given a list of questions to answer with the option of discussing them when the questionnaires were to be picked up.

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[4] a. Evaluation of the Education Practicum Program 1977-1978, Faculty of Education Program Evaluation Report, Number 1 ; b. Organizational Effectiveness in the Education Practicum Program 1977-1978, Faculty of Education Program Evaluation Report, Number 2 , 1978; c. Education Practicum Evaluation Summary Report, 1977-1978, Faculty of Education Program Evaluation Report, Number 3 , 1978; and d. Biological Science Integrated Program, 1977-1978: An Evaluation Report

C. A Survey Administered to Secondary Education Methods Professors Prior to the Experimental Course

During the final planning stages of the experimental course evaluated in the current study, one of the instructors of Ed.Pra. 251 sent all secondary education methods professors a questionnaire asking them to approve or disapprove of topics[5] which would be included as content for the forthcoming experimental Ed.CI course. When the questionnaires were picked up, the instructor briefly discussed them with each professor. Interestingly, the results of this survey were very similar to those reported by the student teachers and cooperating teachers in the current study. The results of questionnaires administered to student teachers and cooperating teachers are discussed in Chapters IV to VII of this study.

Results of the faculty survey (Spitz, 1978) indicated that the professors in general felt that all the suggested topics were important enough to be included in the Ed.CI course. However, some topics were viewed more favourably than others and minor reservations were expressed about some of the topics. The majority of the reservations suggested that it would be somewhat premature to discuss some topics in depth in this course (Spitz, 1978) and that they could be dealt with better in the next course, Phase III. Some professors also felt that reteaching might be necessary for some topics. Specific topics which appeared to be viewed very favorably (pp. 1,2) included peer teaching, classroom teaching with strong emphasis on planning and analysis, classroom management, maintaining discipline and communication in the classroom. The topic, "What Teaching Is" and two aspects of the larger topic "Communication" (specifically "Communication in the School" and "Communication in the Community") were considered somewhat premature for inclusion in Ed.Pra. 252, (Spitz, p.2). The two communication topics were the least accepted of all the topics with 47 percent and 40 percent of the respondents in favor of each specific topic, 20 percent and 27 percent opposed, and 33 percent not responding. The entire topic on communication was controversial. For example, 32 percent of the professors suggested that "Views of Communication" should not be included in the course but 68 percent felt that it should, according to Spitz, (1978, p.2). Several staff members suggested that this was a very important and worthwhile topic, but was very difficult to teach. All of the professors who responded agreed that "Instructional Techniques" and "Evaluating Methods" should be included as part of the course content. The extent and manner in which the subtopics of "Instructional Techniques" would be presented, however, appeared to be a concern. Professors also felt that attention to general, non-specific methods of testing should be discussed, (p.1). The majority of the university professors also agreed (67 percent in favor to 20 percent opposed) with the inclusion of the topic "Planning for Instruction". Spitz suggests that "the somewhat lower percentage of aggreement...seems to be explained by the concern of having to reteach this area in the subject area Ed.CI course, (p.1). She also concludes that there is evidence to indicate:

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[5] Although the topics on the faculty survey were not worded exactly the same as the topics on the student teacher and cooperating teacher questionnaires in the current study, the same general areas of material were included in both the survey and questionnaires. The topic "observing teaching," however, was included on the faculty survey but not on the student teacher and cooperating teacher questionnaires.

> A major concern about the need to section the course into 'Major/Minor' groups of students. Most felt that the majority of topics could be handled more effectively, more realistically from a specific subject area rather than a general framework.
>
> In addition to sectioning ...some respondents favoured a 'modular' approach to instruction in the course, (Spitz, p 3, 1978).

The suggestion that the new program could be better taught from a specific subject area contrasts sharply with the basic idea of the program recommended by two university committees: to have a general course prior to taking specific subject area methods courses and prior to an intense student teaching experience. This raises the question: "If these topics are better taught from a specific subject area, then what can be taught in a general course?"

D. Procedures: Interviews, Questionnaires, and Observations

The literature on evaluation does not reveal widespread agreement on the comparative values of interviews and questionnaires; however, researchers do offer a number of practical suggestions for conducting interviews and for constructing questionnaires.

1. Advantages and Disadvantages

Helmstadter (1970) lists four advantages and three disadvantages of the interview technique. He feels that the advantages are

a. some kinds of information may be impossible to obtain by other means. For example, the report of thoughts while carrying out an activity seems to demand an immediate verbal response

b. the interview method is direct

c. the interviewer can modify the situation when necessary

d. under certain circumstances the interviewer can actively participate in the data gathering process (which he also notes may be a problem).

The disadvantages he outlines are

a. there is always the question of how much of what has been observed is attributable to the respondent himself and how much is attributable to the special traits of the person doing the observation

b. it assumes that the respondent is not only willing but able to provide reliable results

c. there is no way yet known to overcome the memory bias which leads us to remember certain things and forget others and to fill in when recall becomes hazy (pp. 75-76).

Helmstadter also suggests that the advantage of a participant observer is that his membership in the group:

> might be of considerable importance in helping him formulate tenable hypotheses which might be impossible to do without both intimate familiarity with the situation and the actual feelings of the persons directly involved (p. 78).

He cautions, however, that this membership in the group may cloud the observer's objectivity.

Bill (1973) reviewed recent research using questionnaires and structured interviews and concluded that with adult populations "the interview and questionnaire are interchangeable as methods of gathering information" (p. 29). He reports that:

> While findings of Alderfer and those of Bennett _et al_. would qualify this general statement to the extent that, for certain content areas, questionnaire and interview measures do not elicit the same type or level of information, the evidence from the studies of Ambler _et al_., Sears, and Walsh revealed no clear differences in responses to the two measures, even where personally sensitive areas were enquired into. The Ellis study suggests that ego-involving questions were responded to more openly in the questionnaire than in the interview (p. 29).

From his study Bill concludes that:

> The experimental evidence relating to the interview-questionnaire controversy has tended to support the view that the self-completion questionnaire is as efficient a method of information-gathering as is its more time-consuming counterpart, the individual interview (p. 29).

Bill also reported a study of his own where he found that the group questionnaire was "an appropriate instrument for surveying the attitudes, opinions, and interests of young adolescents of varying levels of ability" (p. 41).

Gillespie (1978), on the other hand, notes advantages and disadvantages of each technique. He feels that questionnaires are the most anonymous but that face-to-face interviews require the most self-revelation. He concludes that:

> With respect to the question of which type of data collection is likely to be most error-free, therefore, the answer seems to be self-administered

questionnaires.

Grobman (1968) notes that the type of interview conducted in informal classroom visits can serve a variety of purposes:

> Visits can serve to verify other feedback or to put it in a more meaningful context. Teachers who are reluctant to write criticism, or who find writing difficult may talk quite openly in a face-to-face encounter. Conversation with school officials, teachers, students, and parents can elicit information that cannot be provided by questionnaires and may open up new avenues of thought not previously considered by the project (p. 54).

2. Questionnaire Construction and Interviewing Techniques

Although the literature offers some advice to the prospective researcher on constructing questionnaires and conducting interviews, there is by no means a detailed and uniform body of knowledge on these subjects. Gillespie (1978), for example, states:

> ...there are no basic principles of questionnaire construction or interviewing or, at least, no scientific principles. Instead, the data collection part of survey research constitutes a set of practical skills that have emerged as the result of a trial and error process. Moreover, like all practical skills, questionnaire construction and interviewing are best learned through experiences or by doing them (p. 39).

Grobman (1968) offers some general considerations of evaluation:

> ...the evaluation strategies chosen for a given purpose should reflect a consideration of the variety of approaches possible and their appropriateness for this particular situation (pp. 52-3).

She notes that in constructing a questionnaire the investigator must be cautious not to ask only the questions he wants to know about as this will build bias into the investigation. She says, too, that questionnaires are sometimes prepared too casually and that there seems to be an overreliance on them:

> People in the questionnaire sample may be deluged with questionnaires, many of them inappropriate for the persons being questioned. The respondent may not answer or may give casual responses simply because he is tired of questionnaires.

To counter this she suggests that the questions may be phrased to make inaccurate answering difficult. She also notes that filling out some questionnaires requires mastery of a complicated answering system and cautions against making the questionnaire unnecessarily complicated or complex (p. 61).

Both Helmstadter (1970) and Selltiz _et_ _al._ (1976) offer lists of points to guide the researcher constructing a questionnaire. Helmstadter's nine points are

a. The major purpose of the questionnaire or interview schedule is twofold: to translate the research objectives into specific information, and to assist the interviewer in motivating the respondent to communicate the required information.

b. The language must be gauged to both the level of the group to be interviewed and the precision of the data needed.

c. The writer must take into account the frame of reference of the respondent.

d. The information level of the respondent must be kept in mind.

e. The social acceptability of the possible alternative answers must be considered.

f. Leading questions must be avoided.

g. Each question should be limited to a single idea.

h. It is usually best to arrange the sequence of questions from the more general to the more specific.

i. The questionnaire should be pretested.

Selltiz et al., offer advice under four headings: "Decisions about question content," "Decisions about question wording," "Decisions about form of response to the question," and "Decisions about the place of the question in the sequence." Although their list of 22 questions seems much more detailed than Helmstadter's list, only three ideas are added:

a. Is the answer to the question likely to be influenced by the content of preceding questions?

b. Is the question led up to in a natural way? Is it in correct psychological order?

c. Does the question come too early or too late from the point of view of arousing interest and receiving sufficient attention, avoiding resistance, and so on?

Lopatka (1969) offers three general rules for making questionnaires: the respondents should remain anonymous, the method of selection of responses should be kept simple, and that the appearance and format of the questionnaire should be considered.

E. Summary

This chapter examined literature on recent theories about methods of evaluation, previous University of Alberta Practicum evaluations, a previous Ed.CI content survey, and methods of constructing questionnaires and conducting interviews.

Patton (1975), Pohland (1972), Werner (1978), and Wilson (1976) discussed two approaches to evaluation studies. All appear to agree that the traditional model which is structured and attempts to quantify human behaviour has shortcomings, the most crucial being that often important information is missed. Tools of quantitative models are questionnaires and structured interviews. Tools of qualitative models are participant observation and unstructured interviews.

Previous education evaluation studies done at the University of Alberta include:

a. Four major evaluations of practicum programs

b. Young's masters study, "Humanizing Student Teaching: A Program Integrating Educational Curriculum and Educational Practicum (1973)" and

c. Results of Survey Re: Questionnaire on the Conceptual Framework of Ed.CI XXX, Spitz, (1978).

All of the above used questionnaires as the primary data-gathering method. Interviews were also employed, but to a lesser extent.

Spitz's (1978) study was particularly relevant to the current study as it provided secondary education methods professors' opinions regarding the Ed.CI content of the experimental Ed.CI course. Generally speaking, the professors appeared to approve of all the suggested Ed.CI topics with general reservations that it was premature to teach some topics in depth, and that some topics might be better taught in a later course. Spitz (1978) concluded that the professors felt that these topics might be better taught from a specific subject area. However, this idea was not in accord with the basic goal of the course.

Information regarding the use of questionnaires and interviews was offered by several researchers. Bill concluded that either the questionnaire or the structured interview were interchangeable as a method of data gathering. Gillespie, however, felt that although questionnaires were the most anonymous and although face-to-face interviews require the most self-revelation, the data most likely to be error-free seemed to be questionnaires. Advantages of using the interview, according to Helmstadter, include being able to report one's thoughts while performing an activity, being able to modify the situation as needed, and being able to actively participate in the data-gathering process. Disadvantages, he felt, primarily concerned problems with the response of the participant; for example, how much of the response is attributable to the interviewer. Both Grobman and Helmstadter felt that participant observation was a method which lent itself to being more familiar with the participants' feelings and therefore opening up new areas of exploration.

Researchers offered specific suggestions for making questionnaires. Helmstadter, and Selltiz et al. both listed a large number of points to guide questionnaire construction. These included considerations for composing the questions, for arranging the questions and for pre-testing the questionnaire. Grobman cautioned not to prepare questionnaires casually, not to over-rely on them, and not to make them too complex. Lopatka added three rules: the respondents should remain anonymous, the response selection should be kept simple, and the format of the questionnaire should be considered.

The current evaluation used techniques from both the quantitative and qualitative approaches to evaluation. The following chapter describes specific applications of questionnaires and interviews to the current study.

III. PROCEDURES

Designed to evaluate an experimental course, Ed.Pra 252, this study used questionnaires and interviews to gather information from the three main groups of participants, the student teachers, the cooperating teachers, and the university faculty consultants. Additional information was collected through examination of the course manuals, collection of activity sheets which reported how student teachers spent their time, and attendance at in-service sessions. The subjects of the study, the instruments used, and the methods of data analysis are described below.

A. Subjects of the Study

The study gathered the opinions of student teachers, cooperating teachers, and faculty consultants. The student population consisted of the 16 volunteer student teachers in the Education Practicum 252 course--11 women and 5 men. Although the course was designed primarily for first and second year student teachers with Education Practicum 251 as a prerequisite, the program was not limited to first and second year student teachers. This program had no first year student teachers, 12 second year student teachers, 3 third year student teachers and 1 fourth year student teacher. Courses in curriculum and instruction were not a prerequisite for this Education Practicum course: none of the volunteers indicated that he or she had taken an Ed.CI course. The enrollment was limited to secondary education student teachers and, although all disciplines were invited to enroll in the course, all disciplines were not equally represented. The 16 volunteers included student teachers from the following areas: 8 from physical education, 3 from social studies, 2 from mathematics, 1 from music, 1 from drama, and 1 from physical science.

The cooperating teacher sample consisted of 15 junior high school teachers and 1 senior high school teacher. Three school systems, Edmonton Public, Edmonton Separate, and St. Albert Protestant/Separate participated in the pilot project. Twelve cooperating teachers were from Edmonton Public, two were from Edmonton Separate and two were from St. Albert Protestant/Separate school systems. The cooperating teachers involved, like the student teacher sample, represented a volunteer group.

Six of the nine faculty consultants were members of the Phase II Planning Committee. The members themselves decided to visit the schools at least once to observe the program in operation. The three faculty consultants who were not members of the Phase II Planning Committee were members of the Department of Secondary Education. These three faculty members were asked by the Phase II Planning Committee to assist them by visiting the schools and contributing feedback regarding revision for the program.

B. Procedures for Data Collection

Data in the study were collected by four different methods, primarily by questionnaires administered to the student teachers and cooperating teachers, and interviews conducted with the student teachers, cooperating teachers, faculty consultants and Assistant Dean of Practicum. Additional methods used to collect data included: examination of manuals completed by the student teachers, examination of manuals critiqued by cooperating teachers, and activities checklists completed by student teachers. Additional sources of information included:

-a pre-course survey administered to secondary education methods professors regarding proposed topics for Ed.CI 252

-observations from attending in-service sessions with the cooperating teachers

-observations from attending the first part of each Ed.CI class

-notes made immediately after interviews and questionnaire administrations.

-student teacher evaluations done by the cooperating teachers

-and the Ed.CI instructor's class record of grades for assignments and examinations.

1. Questionnaires

The questionnaires for the student teachers and those for the cooperating teachers were constructed by the investigator using the components of the Ed.CI course outlined in the tentative syllabus and the in-school experience as outlined in "Education Practicum 252 Interim

Manual (Experimental Program)." A draft of the two questionnaires which were to be administered to the student teachers and cooperating teachers prior to the beginning of Ed.Pra. 252 (the pre-questionnaires) were given to five university faculty members and one professional evaluator for comments and criticisms and these were then revised in terms of suggestions made by the evaluators. Items were added to collect general information on courses taken by the student teachers and years taught by the cooperating teachers. Draft copies of questionnaires which were to be administered to the student teachers and cooperating teachers following Ed.Pra. 252 (post-questionnaires) were given to three university faculty members for criticism and these were revised in terms of their suggestions. Samples of the final drafts of the questionnaires are provided in Appendix A.

a. Pre-Questionnaires. Pre-questionnaires were given to the student teachers on the first day of the Ed.CI class (January 3, 1979) before they were provided with any course materials or instruction. A schedule of questionnaire administrations and interviews is reproduced in Appendix B. The pre-questionnaires were anonymous but respondents were asked to put a "code" at the top of the sheet[6] for purposes of future comparison. Cooperating teachers were given a shortened version of the pre-questionnaire (with items such as those relating to choice of a professional career, those relating to perceptions of the role and duties of a teacher, those relating to the daily log and those relating to skills hoped to be learned deleted, and the "tombstone" information altered) in the opening minutes of the first in-service training meeting held on campus. Both groups, then, completed the pre-questionnaire before receiving any official information on the content of the course or the proposed activities in the schools. The intent of the pre-questionnaire was to determine each group's initial perception of the course content and the tasks that the student teachers would be expected to carry out in the school. The pre-questionnaire sought to examine not only the academic backgrounds of those in the course, but also the perceptions that each group had about what the course would contain. Each group was asked to estimate the value of each activity listed in the course outline and the time required for it. In addition, both groups were asked to describe how the pupils would view the student teacher, for example as a teacher-aide, as an observer or as a student teacher. This question arose from a debate during a Phase II Committee meeting. Both groups were also asked to describe characteristics which they felt would be necessary for the student teacher to have in order for

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[6] Student teachers were asked to put a number that they could remember at the top of the sheet so that pre-questionnaires could be compared with the post-questionnaires if the need arose; it was suggested that the student teachers put their birth dates and the cooperating teachers put the last five digits of their telephone numbers or their license numbers or their homeroom numbers--in short, a number that they

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[6] (cont'd)would remember from session to session.

the pupils in the schools to accept the student teacher as a teacher.

b. Post-questionnaires. The post-questionnaires were administered to the student teachers during the last class session before the final examination and to the cooperating teachers at the last in-service meeting at the University (see Appendix B for dates). The intent of the post-questionnaires was to determine the final perceptions of both groups regarding many different aspects of the program and in particular those dealing with the Ed.CI course content and in-school activities. The data requested in these two areas were basically the same on both pre- and post-questionnaires with the following two exceptions: additional items were added (four topics to the list of content topics and one activity to the list of in-school activities) to the post-questionnaires and the post-questionnaires asked for "actual" time spent engaged in various activites rather than projected time and "actual" value of the Ed.CI topics rather than projected value. The addition of four topics and one activity to the post-questionnaires occurred as a result of feedback from the pre-questionnaires and from conferring with the instructor of the course. In addition to the above, student teachers and cooperating teachers were asked questions regarding:

-how the school pupils viewed the student teacher
-characteristics needed by the student teacher in

order to be accepted as part of the teaching staff

-strengths and weaknesses of the manual

-amounts of the manual read (by cooperating teachers) and amounts completed (by student teachers)

-the degree of importance and the degree of achievement of the program's objectives

-advantages of keeping a log (as suggested by cooperating teachers) and completion, gains and problems with the log (as suggested by student teachers)

-evaluation of the student teacher by the cooperating teacher.

The remaining questions included in the post-questionnaires are listed below in two parts, one associated with the questionnaire for the cooperating teachers and the other with that for the student teachers. Since student teachers and cooperating teachers had different backgrounds, some questions were deemed appropriate for one group but not the other. For example, student teachers were not significantly involved with in-service workshops and therefore they were asked only one question regarding in-service activities, while cooperating teachers were asked many more. All of the questions described below were formulated in response to problems which emerged during interviews and during in-service sessions as the program was being piloted.

Questions asked of the student teachers but not of the cooperating teachers included those concerning:

-the degree of responsibility for teachers' duties

-the inclusion of additional topics on skills and inclusion of more peer teaching in the Ed.CI course

-the degree to which material covered in the Ed.CI class related to the in-school experiences

-the amounts of the course text and handouts read and the value of the text

-the practical value of class assignments and the fairness of the evaluation for the university class

-the ideal time-tabling of the university class

-the degree of importance of prior education courses (such as Educational Foundations) to the teacher training program

-the adequacy of university preparation for the subject area taught

-the suitability of the school placement

-skills learned from both the university class and the in-school experience

-suggestions for improving the program, both the Ed.CI and in-school portion

-whether or not they would recommend Ed.Pra. 252 to all secondary education students prior to their major student teaching

-whether or not they were confident about continuing with the teaching profession

-the influence that their performance in Ed.Pra. 252 had on their commitment to teaching

-whether or not they wanted professional help with their career choice.

Specific questions asked of the cooperating teachers but not of the student teachers included questions regarding:

-the best time of year to hold the practicum

-the differences between the experimental program and conventional student teaching programs

-the level (either junior or senior high school) at which the student teacher should have his first student teaching experience

-the length of time the student teacher should spend in the schools

-the nature, value, and timing of the in-service workshops (for example, continuing in-services, the ideal time to hold in-services, the most and least valuable parts of the in-service and whether or not the in-services differentiated adequately between the Phase II program and conventional programs)

-evaluation (for example, the suitability of the pass-fail method, who should be responsible for student teacher evaluations, and the most suitable evaluation form).

The post-questionnaire differed considerably from the pre-questionnaire. It was, as one might expect, longer than the pre-questionnaire, at least twice as long, and consequently required a greater length of time for both groups to complete. The pre- and post-questionnaires were not parallel instruments, nor were they intended to be. The post-questionnaire, however, included the majority of the questions which appeared on the pre-questionnaire excluding the questions asking for background information from both groups and questions regarding the professional career of the student teacher.

Questions appearing on both the pre- and post-questionnaires primarily concerned the initial and final perceptions of both groups regarding the topics covered in the Ed.CI portion of the program and the characteristics of the in-school activities.

2. Interviews

Non-structured interviews were held according to the schedule provided in Appendix B. During the course of the study, each student teacher was interviewed twice by the investigator. The intent was to identify what each felt was working well, what each felt had been of marginal value, and what each felt was not worthwhile. It was felt that if the interviews were held as the course progressed, the investigator would get a feel for what was actually happening during the course of the practicum. It was felt that the non-structured interviews by an investigator who had no axe to grind might have allowed the student teachers, cooperating teachers, and faculty consultants the opportunity to give a frank expression of their feelings. Since no participant was "officially" quoted, it was assumed that the answers were frank and candid. Since the interviews were "rap" sessions rather than question and answer sessions, it was felt that the participants would tell the interviewer what they wanted the interviewer to know rather than simply answer questions posed from the interviewer's point of view. The first interviews with the student teachers were arranged at the second Ed.CI class at which time the student teachers' telephone numbers were also obtained. Initial contacts with the cooperating teachers were made at the first in-service workshop,and interviews were arranged shortly thereafter by telephone. Arrangements for the other interviews were made at the end of the preceding interview or by telephoning each interviewee to identify a suitable time for a meeting.

Since the researcher had no set of predetermined questions she wanted answered, but did want honest opinion expressed in a comfortable manner, she attempted to establish a relaxed and comfortable atmosphere for the interviews. For example, when arranging the interviews, she called them meetings rather than interviews. The student teacher interviews, which were held at her office, began with inviting the student teacher to have a cup of coffee and to sit and chat about the program. This appeared to work well as the student teachers appeared comfortable and non-threatened. At the beginning of the interviews she explained her interest in the program and that she needed their assistance to continue the project. She also explained the interview verification procedure which is described below. She pointed out to them that she did not want them to go to any extra effort, such as making a special trip in for an interview. Nor were they to cut any classes in order to attend an interview. At this time, she also obtained their addresses and asked them how they felt about being tape-recorded. All but one was comfortable and of course she simply took down notes when interviewing the dissenting student teacher. When talking with the student teachers, she tried to relate to them on their level. For example, the interviewer and the interviewee had a common base in that both were students and they could discuss problems common to students. This also appeared to work well. As the interviews progressed, as is often the case in one-to-one conversations, criticism regarding the instructor of the course occurred. When this happened, the researcher discouraged this type of conversation by simply explaining that she was not concerned with criticism of either the course instructor or the cooperating teacher. Although there were no stringent time limits associated with the interviews, the researcher attempted to conduct them for about half an hour.

Additional interviews were conducted with cooperating teachers and faculty consultants. Nine unstructured interviews were conducted in the schools with three cooperating teachers, three early in the program, three about the middle of the program, and three at the end of the program. The intent was to find out how each cooperating teacher was interpreting the program and to ascertain if there were any serious problems with the program from the cooperating teacher's perspective. She discussed the program with them from her own teaching background and felt that she identified quite successfully with them. Conversations appeared to be quite relaxed, but not so relaxed as those with the student teachers.

The remaining unstructured interviews conducted with the faculty consultants and the Assistant Dean of Practicum were held in their offices at the University, following the completion of the program. Only seven of the nine faculty consultants were interviewed. The other two were unable to observe in the schools, so they were not interviewed. One of the seven was a telephone interview.

Structured interviews with all the cooperating teachers were conducted twice during the program, once during the early part and once during the final part of the term. Because of the difficulties involved in scheduling face-to-face interviews with them, the cooperating teachers were interviewed by telephone. In the first telephone interviews, they were asked eight specific questions regarding their initial reactions to the program and to the manual. In the second interviews, the proposed manual and the role of the faculty consultant were discussed. This was in response to confusion about these topics, which were noted at the final in-service. Although the interviews were structured, the cooperating teachers in general appeared to speak freely and volunteered other information in the course of the conversation. A maximum of three telephone calls per evening were conducted because they required intense concentration. The cooperating teachers' responses were recorded on answer sheets devised for that purpose. The questions and the answer sheets are found in Appendix C. In addition, the student teachers were telephoned after they had written their final exam and asked their opinion of it.

3. Verification of the Interviews

All of the interviews (except the telephone ones) were tape recorded. To check the reliability of the responses from the interviewees, the researcher transcribed and summarized the conversations with the student teachers, cooperating teachers, and faculty consultants. The transcriptions were given to the interviewees prior to the second interview and following the second interview with the request that they read it and contact the researcher if anything in the transcription should be changed or added. All interviewees were told that the purpose of the data gathering processes would be to evaluate and revise the experimental program and that they were helping the investigator with her research. It was pointed out to the students that the material in the interview would be confidential and that no names would be used in reporting the information. Since the investigator was the only person who knew the sources of statements, the student teachers' responses to questions would not be known to anyone else.

4. Checklists

In addition to completing questionnaires and being interviewed, each student teacher was asked to fill out two "activity checklists", one for each day in the school. These checklists (see Appendix D) attempted to determine in hours and minutes just exactly how the student teacher spent his time in the school. They were distributed and collected at the beginning of each class period (the class met every Wednesday) at the University. The checklists asked the student teacher to give an hourly account of his school experience and provided the opportunity to evaluate the experience and make comments on what he felt might have been more profitably done. Accompanying the checklist was an explanation (see Appendix E) regarding how the checklist information was to be used. The explanation assured the student teacher that his grade would in no way be affected by his response in the checklist.

5. Additional Sources of Information

As was noted above, the Phase II Planning Committee also carried out formative evaluation during the course by visiting the classrooms and discussing proposed revisions at regularly scheduled meetings. In addition to this, a member of the Phase II Committee conducted a survey involving secondary education professors who taught methods courses. Results of this survey were reported to the Phase II Committee. The investigator attended all the Phase II Committee meetings and significant data from them have been reported in the study.

Cooperating teachers in the course were not asked to keep daily logs of activities. According to Aoki (1978, working paper):

> Unsatisfactory results are often obtained by just requesting that pilot teachers keep a diary of their experience with a program, that they write comments on the materials, that they povide written suggestions for improvements, or that they complete a questionnaire (p. 88).

Instead of asking the cooperating teachers to keep a daily log, the Committee scheduled four in-service sessions (January 16, February 6, March 6, and April 3), both to inform the cooperating teachers of the intent of the program and to obtain feedback on the success of the practicum course in the schools. In addition, at the January 16 meeting, cooperating teachers were asked to construct activities programs for all student teachers. Cooperating teachers who volunteered to prepare these materials were paid on a contract basis.

The investigator attended all the in-service meetings in order to understand more fully the role of the cooperating teacher. The recommendations of cooperating teachers have been included in this report. In order to gain more feedback for revision purposes, the cooperating teachers were asked by the instructor of the course to examine and critique the course manual. They were asked to comment directly in the manuals and submit them at the end of the program.

The investigator examined the manuals critiqued by the cooperating teachers and also examined the 13 manuals completed and turned in by the student teachers. Other pertinent material available to her included the student teachers' in-school evaluations and their marks for all their Ed.CI course assignments and examinations.

The investigator's final source of information was her own set of notes which included her opinions and reactions which she put on paper immediately after interview sessions and questionnaire administrations with the participants. This source of information was very useful in that she could refer to her initial perceptions, and note changes which occurred over the study. Also, it improved her memory when recall of certain details or feelings was hazy.

C. Analysis of the Data

The intent of this study was to determine the perceptions of the participants (student teachers and cooperating teachers) regarding the value of the components of the in-university portion of the course and the activities in the in-school portion of the course. Because of the volunteer population of the course, according to Lalu (1978) called a non-probability sample, nothing can be said about it with statistical confidence. Statistical techniques were therefore not used to report the findings of the present study. Instead, the perceptions of the respondents were reported in two ways: 1. percentages were reported for questions involving quantitative data; 2. summaries were made of general responses to questions requiring verbal responses.

1. Classes of Data and the Subsequent Analysis

Six classes of data along with the data analysis procedures used for each are outlined below.

a. Sample description. The experience and the academic qualifications of both the student teachers and cooperating teachers were tabulated and reported.

b. Questionnaires. Responses to each category of the Likert-type questions on the course content, responses to the percentage of time questions on the school activities, and responses to the multiple choice questions were reported in terms of percentages of respondents in each category. In addition, responses to the open-ended questions were summarized and atypical responses were noted.

c. Interviews. The majority of the interviews were non-structured (that is, there was no definite list of questions); therefore the results were not generally quantifiable. Instead, general responses to the program, both typical and atypical responses, were collected and summarized. The non-structured interviews, like the questionnaires, attempted to find the strengths and weaknesses of the program from the student teachers' and cooperating teachers' points of view.

Data gathered during telephone interviews, like the questionnaire data, were generally quantifiable. Because participants were asked quite specific questions, their general response was reported in terms of percentages and atypical responses were noted.

Data gathered during the interview with the Assistant Dean of Practicum dealt solely with evaluation. His opinions were noted and included as part of the interview data for the in-school experience.

d. Checklists. Information obtained from the checklists of the student teachers' activities in the classroom was summarized and average times spent in each activity per week were noted. For ease of reporting, the above activities were grouped into five classes of related activities; for example, (i) teaching individuals, (ii) teaching small groups, and (iii) teaching whole classes were included together in the activity "teaching." The average times and range of time per week for the five larger groupings of related activities were calculated and reported. In addition, attendance at the schools was estimated and reported.

e. Manuals. Revisions suggested by the cooperating teachers were summarized and reported. Amounts of the manual completed by the student teachers were summarized and reported in terms of percentages.

f. Miscellaneous. Relevant information gleaned from attending the in-service workshops, the Phase II Committee meetings, and the beginning of the Ed.CI classes, and information from examination of student teacher evaluations done by cooperating teachers was noted.

2. Organization of the Data

All the previous classes of data gathered in the study were organized and reported under three major aspects of the program: the manual, the in-school experience and the Ed.CI class. Data which did not fit neatly into the above were reported in a chapter entitled "Supplementary Data." In these four chapters of the thesis, the significant questions regarding participants' perceptions of the value of the components of the program are answered. Each of these four chapters included data which were combined from questionnaires and interviews, both structured and non-structured. The Manual section, of course, was based on the results of the analysis of those manuals criticized by the cooperating teachers and those completed by the student teachers.

3. Problems Associated with the Collection and Analysis of the Data

Minor problems were encountered while using the questionnaires, the checklists, and the interviews to collect data. These were small problems which are not expected to interfere with the findings of the study.

a. Questionnaires. It was not possible to collect complete sets of all questionnaires administered. Both sets of pre-questionnaires were incomplete by one questionnaire. During the administration of the pre-questionnaires to both the cooperating teachers and the student teachers, one individual was absent. Since the participants were to complete them prior to receiving any type of information about the program, the pre-questionnaires could not have been completed after the initial administration. Initially, 17 student teachers volunteered to take Ed.Pra. 252, but one dropped out and consequently his pre-questionnaire was discarded. A complete set of post-questionnaires administered to the cooperating teachers was collected, but this required one questionnaire to be mailed to a cooperating teacher who could not attend the in-service workshops. Because of this non-attendance at the workshops, the respondent's knowledge of the program, of course, was more limited and he was unable to respond to the questions regarding the in-service workshops. Another cooperating teacher attended only one workshop and he also was unable to answer many of the questions. Similar problems were encountered in collecting the post-questionnaires from student teachers. For example, one student teacher was absent at the administration and repeated requests for completion were unsuccessful.

Problems with analysis of the questionnaires were few. For example, the researcher was unable to understand only four responses made by student teachers to questions. These responses were not included in the general summary of the response to the questions involved. The majority of the student teachers and cooperating teachers, when asked to list strengths and weaknesses of the manual, listed and named very specific sections, and consequently, the strengths and weaknesses of the manual are reported in terms of specific sections rather than general evaluations. In the few cases where descriptions of a section were given, these were classified into specific sections of the manual and included with the above. Another problem area concerned the questions on both the pre- and post-questionnaires asking for estimates of the ideal amount of time to be spent on each activity. The responses were to be reported in percentages and to equal one hundred percent. Sets of responses from the pre-questionnaire from three student teachers and three cooperating teachers and sets of responses from the post-questionnaires from three student teachers and six cooperating teachers did not equal one hundred percent. Consequently, adjustments were made to these sets of responses so that they would equal nearly one hundred percent, and this is noted in the tables. Another difficulty with this question was that one student teacher simply gave the same estimate of ideal percent for each activity. This was noted as an anomaly in the data.

b. Checklists. Similar to the questionnaires, the researcher was unable to collect a complete set of activity sheets. She received only 11 of 16 possible from the student teachers. In spite of numerous phone calls to the student teachers at the end of the program requesting these sheets and in spite of promises from the student teachers to return them, three student teachers still owed five sheets each, one owed one sheet and one owed eleven sheets. Because of the missing sheets, and primarily because of the student teacher who owed eleven sheets, a complete set of activity sheets for any one week was unavailable. Appendix J. reports the school attendance based on the return of activity sheets for all student teachers for twelve weeks. From this, the exact number of activity sheets each student teacher completed can be determined, and what was done for any given week can be seen.

One problem with analyzing the activity checklist involved reclassifying activities which were not classified by student teachers into their proper categories; for example, time spent marking was included in the "other" category on some sheets and was transferred to "examining student written work." Other problems with the activity checklist included:

-incorrect reporting of time; for example, a student teacher reported in numbers with no time unit. I assumed he meant minutes and reported it this way. Another student teacher just described the activity and did not report time. Consequently, it could not be reported in the data

-identical sheets turned in for two different days. Although appearing suspicious because they were identical, there was no reason not to include them in the analysis

-identical sheets handed in for the same day. One of these was used and the other discarded

-incorrect dating of the sheet. A student teacher dated his sheet Jan. 32. The researcher was able to discover what day it was actually for, and use it in the results

-an apparently excessive and unreasonable amount of time spent at the school for one full day. For example, one student teacher reported 9.44 hours per week at the school. However, on investigating the reason for this, it was discovered that his cooperating teacher arrived at the school at 7:00 A.M., left at 4:00 P.M., and expected his student teacher to do the same

-an apparently decreased average amount of time spent at the school for one particular week. For example, the lowest average amount of time spent per week was three and one half hours. In this case, one student teacher reported only one activity with a time unit. Other low ranges may have been explained by inaccurate reporting by the student teachers; however, there was no way to confirm that this was indeed the case

-difficulty with calculating the average amount of time spent on each activity. Since the same numbers of student teachers did not attend both sets of half days per week, averages had to be calculated twice, once for the first set of half days and again for the second set of half days. These were then added together

-difficulty with calculation of the ranges. Since ranges were calculated per whole day and not per half days, times from the student teachers' half days were merely added and represented one time

> range per day amongst the 16 student teacher ranges. In the cases when the student teacher attended only a half day, his figure was not considered for the ranges of activities.

Many of these problems could have been avoided if the activity sheets had been checked on a weekly basis as they were submitted.

c. Interviews. While attempting to arrange and conduct interviews, several problems arose, primarily with the student teachers. For example, it took three times as long to arrange and conduct the first set of interviews with student teachers as it did the second set. Of the 16 interviews scheduled during the period from February 5 to 19, 1979, only six were conducted; three individuals called to arrange another time, and seven others did not appear at the appointed time and place. Five interviews were done during the week of February 12 to 16. The following week, (February 19 to 23) the final two interviews with student teachers were conducted; however, one was completed by telephone after the student teacher had missed five appointments. The other student teacher had previously indicated he would contact the investigator for an interview, but he failed to do so. He could not be contacted at his next Ed.CI class,because he was absent. Since his telephone number was not available, it was necessary to wait another week to arrange and conduct an interview with him. Therefore, it took three weeks to conduct this set of interviews which was originally planned to take just one week.

The second set of interviews went much better. In order to avoid the problem of the student teachers missing appointments, they were called the night before and reminded of the interview time. On the first day of these interviews, only two of the five scheduled interviews were conducted. However, with consistent telephoning and arranging or rearranging interviews, all of the second set were done within one week.

Interviews with the cooperating teachers posed few problems. If cooperating teachers could not be reached at home in the evenings by telephone, they were contacted at the school at a convenient time such as noon hour or at home at a different time or different day.

The only difficulty with the analysis of the interview data was that the investigator collected so many different opinions from volunteered comments that she could not usually draw a consensus on a specific item.

D. Summary

Participants in the current study included 16 volunteer student teachers, 16 cooperating teachers, and 9 faculty consultants. The majority of the student teachers (75 percent) were in their second year of university and all had taken Ed.Pra. 251 as a prerequisite to Ed.Pra. 252. These student teachers represented all subject areas with 50 percent being from physical education. The majority of the cooperating teachers (all but one) were junior high school teachers.

The primary methods of data collection for the study included questionnaires, checklists and interviews. Pre- and post-questionnaires were administered to both the student teachers and cooperating teachers. The major purpose of these was to determine both groups' initial and final perceptions of the Ed.CI topics and of the in-school activities. A checklist of activities was given to each student teacher for each half day he was at the school. He was to report the activities and the amount of time spent engaged in these activities. The checklists provided a record of what the student teachers actually did at the schools. Unstructured interviews were conducted twice with each student teacher, three times with three selected cooperating teachers, once with each of six faculty consultants, and once with the Assistant Dean of Practicum. The purpose of these interviews was to gather opinions given freely about the value, success and problems of the program as it was being piloted.

In addition, telephone interviews were conducted twice with each cooperating teacher. At this time, all cooperating teachers were asked specific questions about problems which began to emerge as the program was progressing. Sources of data examined included the following:

-manuals critiqued by cooperating teachers and completed by student teachers

-a pre-course survey completed by secondary education methods professors

-the investigator's observations from attending in-services

-the investigator's observations from attending the first part of the Ed.CI class

-the investigator's record of her reactions during interviews and questionnaire administrations

-student teacher in-school evaluations

-the Ed.CI class record of the student teachers' marks for assignments and examinations.

Analysis of these data was reported in four sections: the manual, the in-school experience, the Ed.CI course and a section on supplementary data. In each section the data from all sources were combined.

Questionnaire responses being generally quantifiable were analyzed and reported in terms of percentage of respondents to each question with deviant responses noted. Analysis of checklists entailed calculating and reporting average amounts of time and ranges of time per week that student teachers spent engaged in various activities. Interview data, which were primarily unquantifiable, were generally summarized and both major findings and atypical responses noted.

Problems with collection and analysis of the data were of a minor nature. The two problems encountered in collecting the data included: the inability to collect complete sets of data and the difficulty with arranging the interviews with the student teachers.

IV. ANALYSIS OF THE MANUAL

Questionnaire and interview data collected from three sources--student teachers, cooperating teachers and secondary education methods professors who acted in the role of faculty consultants--were analyzed for four separate aspects of the program: the student teaching manual, the in-school part of the course, the Ed.CI part of the course, and a supplementary section for data which did not fit neatly into the other three sections. Although questionnaire and interview data were collected and analyzed separately, for ease of understanding the information from these two sources are combined in the report. Where information was available from only one of these sources, this is indicated. The text, therefore, makes numerous references to either questionnaire data or interview data.

The student teaching manual was designed to guide the student teachers in their in-school activities. Both student teachers and cooperating teachers received copies of the manual at the beginning of the experimental program, but members of neither group became as familiar with the manual as was expected. As is discussed below, only one quarter of the cooperating teachers reported on the post-questionnaire that they had read the entire manual and only 7 of 16 student teachers had completed most of the manual. Generally speaking, cooperating teachers appeared to accept the manual more favorably than the student teachers did. Regarding specific strengths and weaknesses of the manual, the cooperating teachers listed far more strengths than student teachers did; however, they also suggested that a great number of minor revisions were necessary. Both groups listed far fewer weaknesses than strengths.

The student teachers' daily log (although it was part of the manual) was examined separately in this study. The cooperating teachers appeared to be very strongly in favor of having the student teachers complete the log. Student teachers, however, initially felt that the log was important but by the end of the course they claimed it was not very worthwhile and did not list very many advantages for doing it.

The overall attitude about the manual as expressed by the cooperating teachers at the end of the term was a very positive one, which contrasted sharply with the very negative attitudes of the student teachers which they appeared to hold throughout the period of the study.

A. Task Attempted

Prior to analyzing the reactions of the student teachers and cooperating teachers to the manual, it seemed appropriate to determine how much of it the student teachers had completed and how much of it the cooperating teachers had read.

1. Cooperating Teachers

Cooperating teachers were asked to read and evaluate the manual; however, as Table 1 shows, the post-questionnaire revealed that only one-quarter of the cooperating teachers had read the manual completely and that over one-quarter had read less than 40 percent of the manual. Two cooperating teachers reported reading none of the manual. One explained that he was too busy to read it and the other said that he was opposed to the manual because he felt that the student teacher would need to adapt himself or herself to the cooperating teacher's methods. Although the other cooperating teachers gave no reasons for not reading the manual completely, informal interviews with the cooperating teachers suggested it was because they were very

TABLE 1

Amounts of the Manual Read by the Cooperating Teachers (n=16)

Percent of Manual Read	Number of Cooperating Teachers
0	2
20	1
30	1
40	1
70	1
75	3
80	1
90	1
95	1
100	4

busy. The cooperating teachers were asked to submit the manuals to the course instructor with suggested additions, deletions, and/or revisions. At the end of the course, eleven of the sixteen cooperating teachers had done so and, as discussed below, most did a very thorough job of analyzing them.

TABLE 2

Approximate Percentages of Major Sections of the Manuals Completed by Student Teachers* (n=13)

Section	0%	10%	20%	50%	75%	100%	Mean
VII. Log	2			2	3	6	71
VIIIA. Community	1		2	1	1	8	74
VIIIB. Organization		5		1	2	5	58
VIIIC. Management					2	11	96
VIIID. Morale				1	4	8	88
VIIIE. Records	1		4	1		7	64
VIIIF. Adolescents	4			2	3	4	56
VIIIG. Curriculum	6		4		2	1	26
VIIIH. Media	7					6	46

*Sections I to VI did not require written responses, and therefore completion could not be verified by examining the manuals submitted by the student teachers.

2. Student Teachers

Two methods were used to determine how much of the manuals the student teachers completed. The post-questionnaire administered during the last class period asked student teachers to estimate how much of the manual they had completed at that time; the investigator also examined the manuals that the student teachers turned in to see how much they had done. As Table 3 shows, 7 of the 15 students who responded to the final questionnaire reported completing 50 percent or less of the manual. At that time, only one student teacher had completed the entire manual.

However, to obtain course credit, student teachers were required to submit completed manuals by the end of the term. Only 13 of 16 manuals were in fact submitted. As Table 2 shows, inspection of the manuals revealed that 7 of 13

TABLE 3

Amounts of the Manual Completed by the Student Teachers (n=15)

Percent of Manual Completed	Number of Student Teachers
0	2
3	1
20	1
30	1
50	2
60	2
70	1
75	2
80	2
100	1

student teachers completed most of the manual and that, in general, some sections of the manual were completed more often than others. Three student teachers commented in their manuals that they could not do part of Section VIIIF (Part I: The Adolescent and Part II: The Adolescent in the Classroom) because they were unfamiliar with the material or because the material was not applicable. In addition, two student teachers reported that they could not obtain a curriculum guide required to complete Section VIIIG. Other sections of the manual (Section I, Rationale; Section X, Planning for Teaching, for example) are not included in Table 2 because they required student teachers to read but not to make a written response.

Table 2 reveals that sections VIIIC (Management of a Classroom) and VIIID (Problems of Maintaining Pupil Morale) had the highest student completion rate. Sections VII (The Daily Log of Student Teacher Activities) and VIIIA (The School and Community) also had a high completion rate. Section VIIIG (A Study of the Curriculum in an Area of Specialization) had the lowest completion rate with 10 of 13 student teachers doing 20 percent or less. The instructor of the course was disappointed with the response to this section because he felt it was the only section in which the student teachers had the opportunity to work independently in their own subject area. Section VIIIH (A-V Media and Instructional Resources) drew a sharply divided response: almost half the student teachers completed all of it, while the other half did not complete any of it.

B. Strengths of the Manual

On the post-questionnaire, student teachers identified various sections of the manual as strengths substantially fewer times than the cooperating teachers did. As Table 4 shows, student teachers made 15 comments about strengths while cooperating teachers made 41. However, in general, both groups identified similar areas to be areas of greatest strength. For example, the data in Table 4, reveal that the daily log was ranked first by the student teachers (4 student teachers or 27 percent of the responses listed this section as a strength) and second by the cooperating teachers (5 cooperating teachers or 12 percent listed this section as a strength). On the other hand, the section listed most often as a strength by the cooperating teachers was section VIIIC (Management of the Classroom) (8 cooperating teachers or 20 percent listed this section as a strength), while only one student teacher chose this area (representing 7 percent of the responses which were listed as strengths). Areas showing general agreement included Section VIII (Specific Observational Activities); Section VIIIE (Keeping Records and Making Reports); and sections dealing with lesson planning which for the student teachers were represented by one specific section, Section XII (Guide for Planning) and for the cooperating teachers were represented by three sections sections: IX (Observation and Analysis of Specific Lessons), XI (Daily Lesson Plan Outline), and XII (Guide for Planning). The percentage of times that these sections were listed as strengths by cooperating teachers is approximately the same as that for the student teachers. The student teachers listed only one section on lesson planning as a strength. Among the

TABLE 4

Strengths of the Manual (Post-questionnaire). Number of Times Student Teachers and Cooperating Teachers Listed Each Section as a Strength (Percentage of Response in Parentheses)

Section		Student Teachers		Cooperating Teachers	
IV.	Notes to the Student			1	(2)
V.	Student Teacher Assistance and Participation Activities			3	(7)
VI.	General Classroom Observations			3	(7)
VII.	Daily Log of Student Teacher Activities	4	(27)	5	(12)
VIII.	Specific Observational Activities	1	(7)	2	(5)
VIIIA.	The School and Community	2	(13)		
VIIIC.	The Management of a Classroom	1	(7)	8	(20)
VIIID.	Problems of Maintaining Pupil Morale			3	(7)
VIIIE.	Keeping Records and Making Reports	2	(13)	4	(10)
VIIIF.	Part I: The Adolescent Part II: The Adolescent in the Classroom	3	(20)	2	(5)
VIIIG.	A Study of the Curriculum in an Area of Specialization			2	(5)
VIIIH.	A-V Media and Instructional Resources			3	(7)
IX.	Observation and Analysis of Specific Lessons			2	(5)
XI.	Daily Lesson Plan Outline			1	(2)
XII.	Guide for Planning	2	(13)	2	(5)
	Total Response	15	(100)	41	(99)*

*Rounding error

observational activities, Section VIII, the student teachers chose only one activity, Section VIIIA (The School and Community), which the teachers did not include as a strength, while the cooperating teachers chose three activity sections--VIIIID (Problems of Maintaining Pupil Morale), VIIIG (A Study of the Curriculum in an Area of Specialization) and VIIIH (A-V Media and Instructional Resources)--which were not chosen by the student teachers. Cooperating teachers also listed three of the early introductory sections as strengths, Sections: IV (Notes to the Student Teacher), V (Student Teacher Assistance and Participation Activities) and VI (General Classroom Observations), while the student teachers did not list any of these as strengths. Although both groups listed section VIIIF (Part I: The Adolescent and Part II: The Adolescent in the Classroom) as a strength, more student teachers listed it as a strength than did cooperating teachers. It appears that since the cooperating teachers listed nearly all the sections of the manual as strengths, they felt that the manual in general was worthwhile. The student teachers, on the other hand, seemed to feel that only some of the observational activities were worthwhile. One student teacher suggested that there were no strengths. Because no student teacher and no cooperating teacher listed Section VIIIB (School Organization) as a strength, it appears that neither group felt that this section was a strength of the manual.

Both student teachers and cooperating teachers were asked to explain why they felt a given section was strong or weak, but too few of these comments were received to arrive at any generalizations. For example, only four student teachers offered reasons for the selection of the log book as a strength and one student teacher offered a reason for choosing the section on report making. Only four of the forty-one comments by cooperating teachers describing strengths were augmented with statements of explanation. The four reasons given for choosing various sections as strengths by the cooperating teachers are

-specific observational activities were most valuable, as they gave some directions that the student could center on while in the school. Tended to reinforce for the student that there were thousands of teaching functions to carry out in the school

-Section IV (Notes to the Student) important to know what responsibilities are

-Section V (Student Teacher Assistance and Participation Activities) and VI (General Classroom Observations) good to expand perceptions

-Section VIII (Specific Observational Activities) good for background information.

In addition to the comments outlined in Table 4, cooperating teachers offered the following general positive comments on the manual:

-a typical first draft, it is most valuable in that it is a start on something

-everyday chores set out but not detailed

-most parts are likely to be of some value to the student.

All four student teachers who suggested that the log book was valuable commented that they felt the log was a record to which they could refer later. Two other general comments by student teachers were:

> -I like it when it asks only factual questions like, how many teachers are there in a school
>
> -material covering what the teacher did and what student behavior is like were the most valuable.

Contrary to the questionnaire data above which revealed some positive student teacher responses to the manual, the interviews elicited almost totally negative comments. The only two positive comments were:

> -in my next student teaching round, I can use my log which includes all the things my cooperating teacher and I talked about and what I learned from staff in the staffroom
>
> -the manual asks questions I would never ask but the information would be good to know. Some questions are pretty good.

During the first telephone interviews, one of the 15 cooperating teachers allowed that "the manual is a good idea," but qualified this by adding that "there is too much detail in some of the questions." All other comments were negative. During the second set of interviews, cooperating teachers made a much larger number of positive comments, suggesting perhaps that as they worked with the manual, its strengths became more apparent. As will be noted in the next section, however, most cooperating teachers felt that the existing manual required much revision.

Positive comments received from cooperating teachers included:

-the manual is specific; it sets out steps clearly. The student teacher needs these to start with

-the manual is invaluable for teaching since I never had a student teacher before and did not know what to look for. I used the manual to keep the student busy for two weeks

-you need the manual for the activities so that the objectives can be adhered to

-some activities seemed irrelevant but I told the student to do it. She learned a lot. She talked to all types of school personnel and got a feel for the school. The program works if you want it to

-having the manual as a guide is better than nothing at all.

The manuals submitted by the cooperating teachers also included many positive comments along with some very extensive suggestions for change. Generally speaking, the cooperating teachers appeared to support the log section, the observational activities, and the sections dealing with student teaching and lesson planning. Compared with responses to the questionnaires, the cooperating teachers offered a far larger number of comments directly in the manuals. This might be expected since it is much easier to comment on something as it is being read than it is to recall ideas or impressions after some time has elapsed. Compared with questionnaire responses, the cooperating teachers wrote many more positive comments in the manual. For example, the lesson planning sections drew ten positive comments written in the manuals but only five on the questionnaires. The most interesting contrast offered here is the questionnaire response to Section VIIIC (Management of the Classroom) and the written comments in the manual. As noted above, the management of the classroom section was the part of the manual listed most often as a strength by the cooperating teachers. On the other hand, comments written in the manuals suggested 13 deletions. As will be noted later, however, eight of these deletions deal with the same few questions, questions seven to twelve.

Interviews with faculty consultants suggested that this group generally did not have close contact with the manual. However, one consultant who was familiar with the manual said that it was well-structured and essential for the next year's program. Another noted that despite criticisms he received about the prescription in the manual, he felt that the cooperating teachers and the student teachers wanted to know what the student teachers should be doing.

C. Weaknesses of the Manual

Both cooperating teachers and student teachers reported far fewer weaknesses than strengths with the manual when answering post-questionnaires. In general, both groups identified similiar sections in the manual as weaknesses. Interview data elicited a far larger number of criticisms, particularly among the student teachers, and these criticisms tended to be more general and vague than those on the post-questionnaires. Only the cooperating teachers were asked to critique the manuals, and these comments were both quite numerous and very specific.

As Table 5 shows, both the cooperating teachers and the student teachers felt that Section VIIIA (The School and Community) was the major weakness with the manual, but only 5 teachers (31 percent) listed it as a weakness, and 3 student teachers (38 percent) listed it as a weakness. The only elaboration on this was from one student teacher who felt that the questions in this section were too personal. This lack of elaboration was representative of the student teachers' comments: on the questionnaire, student teachers were generally critical of the manual, but offered little specific detail. Three student teachers, for example, said that they felt that most of the manual was a weakness. Four others complained about the quantity and relevance, suggesting that there was too much to do in the time available. One student teacher complained that he was asked questions for which he had no background and another student teacher claimed that the questions were too ambiguous. Some student teachers, however, did offer specific comments. For example, one suggested that parent-teacher interviews be added as an activity, but failed to observe that this topic was already covered in the course. One student teacher felt that questions on parents and students were too personal. And one student teacher was annoyed about questions which asked him to speculate on such topics as, "How do you think the student feels?" The general low quality of the student teacher remarks is suggested by student teachers who said

TABLE 5

Weaknesses of the Manual (Post-questionnaire). Number of Times Student Teachers and Cooperating Teachers Listed Each Section as a Weakness (Percentage of Response in Parentheses)

Section		Student Teachers	Cooperating Teachers
I.	A Rationale		1 (6)
III.	Notes to the Cooperating Teacher		1 (6)
VIII.	Observational Activities	1 (13)	
VIIIA.	The School and Community	3 (38)	5 (31)
VIIIB.	School Organization	1 (13)	2 (13)
VIIIC.	The Management of a Classroom	2 (25)	3 (19)
VIIIE.	Keeping Records and Making Reports		1 (6)
VIIIF.	Part I: The Adolescent Part II: The Adolescent in the Classroom		3 (19)
VIIIH.	A-V Media and Instructional Resources	1 (13)	
	Total Response	8 (102)*	16 (100)

*Rounding error

that the irrelevant parts of the manual would give education a bad name, that "most of the manual" was a weakness, and that "everything else except observation" was a weakness.

The cooperating teachers also listed very few weaknesses of the manual on the post-questionnaire (16 weaknesses compared to 41 strengths) and offered few reasons for their choices, although cooperating teachers listed twice as many weaknesses as student teachers did. Four of the comments by cooperating teachers were quite general: "too detailed," "cut in half anywhere," "too much material for a student teacher who has university courses to carry," and "instructional techniques part was just about nonexistent." Three other comments by cooperating teachers concerned irrelevance of questions or activities. Four cooperating teachers offered specific comments on various sections. Two felt that questions 7 to 12, and 14 in Section VIIIC (The Management of a Classroom) should be omitted.[7] One cooperating teacher felt that some of the activities in Section VIIIF (Part I: The Adolescent and Part II: The Adolescent in the School) would be difficult for the student teacher to analyze.

A more valuable source of information on the manuals than the questionnaire data, was remarks by the cooperating teachers written in the manuals. In general, the comments were more critical than laudatory, perhaps because the cooperating teachers had revision of the manual in mind.

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[7] A list of the specific questions is found in Appendix K.

Interestingly, no comments, positive or negative, were received on Section II (Pattern of Induction) and Section XIV (Student Teacher Teaching Activities). Representative suggestions for each section are given below.

Section III (Notes to the Cooperating Teacher). One cooperating teacher requested that a meeting with the faculty consultant and student teacher be held prior to the student teaching round.

Section IV (Notes to the Student). Two cooperating teachers suggested that student teachers be directed to observe in other classrooms.

Section V (Student Teacher Assistance and Participating Activities). Two cooperating teachers suggested adding more activities such as staff meetings, professional development days, parent teacher interviews and student social functions to the list of non-instructional activities.

Section VIII (Observational Activities). Since this section was the largest section and since it dealt with activities that student teachers performed in the schools, it received the largest number of remarks. In general, comments had a broad range: one cooperating teacher asked whether the cooperating teacher or the student teacher was to initiate the activities; another suggested that the activities should be divided into four divisions to represent elementary, intermediate, junior high and senior high activities; and another felt that there were too many exercises. Cooperating teachers also offered specific comments on the eight sub-sections of Section VIII:

A. (The School and Community). Seventeen comments on this subsection suggested deletions or gave reasons for deleting certain questions. Four cooperating teachers suggested that the entire subsection be deleted, generally because it was not applicable or because the information could be obtained as an introduction to the school, and the remaining thirteen comments suggested specific deletions.

B. (School Organization). Three cooperating teachers suggested deleting the same three questions (4, 5 and 6) because they were too complicated to do. Two teachers felt that question 5c was a loaded question and wondered if the student teacher would be prepared for the answer. It is interesting to note that four cooperating teachers praised the entire section and two cooperating teachers felt that question 7 was very good.

C. (Management of the Classroom). Among the 12 comments suggesting deletions, 8 cooperating teachers suggested deleting questions 7 to 12 ("questions of questionable value and not relevant to the city system"), 3 suggested deleting question 14, and 1 suggested deleting question 15. One cooperating teacher felt that the entire section was just busy work.

D. (Problems of Maintaining Pupil Morale). Six comments on this section suggested minor revisions of specific items while one teacher felt that if the answer to question number three was read by pupils, they might learn ways of giving student teachers problems.

F. (Part I: The Adolescent, and Part II: The Adolescent in the Classroom). Of the three cooperating teachers who suggested deletions, two felt that the text portion could be deleted and one suggested that the whole section be deleted because this could be covered either by a lecture or a university educational psychology course. One cooperating teacher felt that the first part was difficult to analyze.

G. (A Study of the Curriculum in the Area of Specialization). One cooperating teacher suggested that this be done for both the student teachers' major and minor field of study.

H. (A-V Media and Instructional Resources). One cooperating teacher suggested that the activities should include preparing transparencies and setting up room displays, both of which had been covered in the Ed.CI class.

Sections IX to XIV, dealing with observation, lesson planning and teaching received either positive comments or no comments from the cooperating teachers.

One cooperating teacher reorganized all the sections of the manual, listing new headings and suggesting augmentation of several sections. He felt that his idea of a manual itself as it existed was far too specific but suggested that the course start with a very specific manual and, as time progressed, weed it out. He felt that there was a need for a good manual and that if there was a good manual, one which could define the activities of the program in enough detail, then the number of in-services could be reduced. His basic idea was to firstly describe a task or activity (such as administering an exam) and then explain how it was to be done or, in other words, provide textual material regarding the task. The student teacher would then be given a checklist, a specific list of steps or procedures which could be used in the classroom, and the student teacher could check off items where they were appropriate. He suggests that these checklists could be used and re-used; for example, when the student teacher was observing the cooperating teacher, when the student teacher was observing his own video tapes at school, or when the cooperating teacher was observing the student teacher.

The author of these revisions elaborated on these changes and presented his views at the final in-service for the cooperating teachers. Other cooperating teachers felt these changes were very good according to the final interviews. From the evidence from the final interviews with cooperating teachers, it appeared that most of the teachers wanted specificity in the manual. One cooperating teacher at an in-service said that he felt that the manual must be that way for the sake of the student teachers.

1. Comparison of Data Collected in Interviews

Unlike the strengths of the manual noted above, where interview data added little to the information found in the questionnaires, the interviews on the weaknesses of the manuals were quite revealing, more so for the student teachers than for the cooperating teachers. Even the initial student teacher interviews, which were held early in the term before the student teachers had done much in the manuals, showed a great deal of dissatisfaction with the manual, dissatisfaction which had not changed appreciably by the end of the course. The reasons most often expressed for dissatisfaction with the activities in the manual were that the student teachers did not have enough time to do the activities or that the questions and activities were irrelevant to the student teachers' experiences in the school. Generally, the initial comments were vague and not supported by any evidence:

> -the manual is a waste of time
>
> -my first reaction to the manual was gross
>
> -the activities are long, tiring, and of no relevance
>
> -there was too much material to do realistically
>
> -it is unreasonable to be expected to do all of the activities because there is not enough time.

When one student teacher was asked why he thought that the manual was a waste of paper, he replied that he could not really pin anything down yet because he had not used the manual.

Other comments suggested that student teachers had difficulty in collecting some of the information:

> -the questions are hard to answer if you have to ask the teacher because the teacher is available at such limited times (noon hour, for example)

-I could not get all the answers from the teacher and thought I'd have to ask the principal

-my cooperating teacher is an assistant principal and is not always available to discuss questions with.

Some student teachers' attitudes also appeared to reflect the attitudes of their cooperating teachers.

-teachers think the manual is a lot of garbage and so do the students

-the manual is a waste of time and the cooperating teacher thinks so too.

The influence of the cooperating teachers is shown by the following two cases: one cooperating teacher felt that the manual was irrelevant but encouraged his student teacher to do all she could. She completed the entire manual and reported at the end of the course that she had learned a lot about teaching and the school. On the other hand, another student teacher said that his cooperating teacher "did not give a damn" about the manual. But since the student teacher had to hand in the manual for course credit, he filled it in the evening before it was due.

The interviews also revealed that the student teachers had a very poor attitude towards the course in general. They gave the impression that since it was an experimental course, they expected to do very little work in it. This was suggested during the first interviews by such statements as:

-They cannot fail us.

-I have put no effort into this course at all.

Given this attitude, it is unlikely that they would want to put much effort into the manual. The fact that only 13 of 16 student teachers bothered to submit the manual at the end of the course further supports this observation.

The second set of interviews, held as the course was drawing to a close, revealed essentially no changes in the attitudes of the student teachers over the four months of the course. The majority of the comments still involved complaints of a lack of time and irrelevance of the questions. Interestingly, fewer comments were made about the manuals in the second set of interviews, only nine compared to the twenty-seven during the first interviews. One-third of the comments involved evaluation of the manual: one student teacher who had done a lot of work in the manual felt that it was unfair not to receive a grade; another student teacher said that since there was no grade, he had no intention of putting any effort into it.

Cooperating teachers, on the other hand, did not make a large number of comments on the manuals during the telephone interviews (three comments during the first interview and five during the second interview). During the first interview, cooperating teachers appeared to be concerned with the quality of the questions:

> -Some of the questions are hard to answer and some are poor questions.
>
> -The observational activities need to be reworked. Some activities appear to be busy work.
>
> -The manual contains dumb questions.

The second set of interviews repeated the problems in the first interview and added that many of the questions seemed to be irrelevant. However, as was noted above under strengths of the manual, the cooperating teachers in general felt that the manual was useful and necessary, but that it needed revision.

2. Extended Interviews

The three cooperating teachers selected for extensive interviews (three one-hour sessions) show the development of attitudes towards the manual and the value of the in-service sessions as the term progressed. Initially, one cooperating teacher felt that the manual was really just busy seatwork, but after she had attended several in-service meetings and obtained more information regarding the rationale of the program and the activities in the program, she viewed the manual differently. She no longer felt that it was a waste of time. She also commented that she felt that she was looking at the program from her own personal, specific point of view rather than a more general position. Because of this, she felt that she was in no position to pass judgement on the manual.

3. Faculty Consultants

Interviews with university faculty consultants suggested that they did not have much contact with the manual and consequently were able to relate only what the cooperating teachers and student teachers had told them. Nor were the opinions expressed by this group consistent: two consultants, for example, felt that the manual should be quite specific while another felt that it should be merely suggestive, and that this may be an unsolvable question.

D. Daily Log of Student Teacher Activities

Since Section VII (Daily Log of Student Teacher Activities) was considered a very important part of the course, information on this section was analyzed separately from the remainder of the manual. Interestingly, however, very little of the information on the log book was volunteered during either the student teacher or cooperating teacher interviews. Cooperating teachers' opinions basically reflect their thinking at the end of the course (recorded on the post-questionnaire and while they were annotating the manuals). On the other hand, the student teachers, unlike the cooperating teachers, were asked questions regarding the log on both the pre- and post-questionnaires; therefore it was possible to compare their initial opinions with their final views. Generally, the cooperating teachers were supportive of the log book, offering both a good variety of advantages for doing it and some suggestions for improvement. Student teachers, however, displayed a dramatic change from pre- to post-questionnaire. Initially, they showed a very favorable response to the log but by the end of the course their attitude was very negative.

On the final questionnaire, all sixteen cooperating teachers felt that there were advantages to the log book. Cooperating teachers felt that the log had three advantages: it could be used as a record of events, as a guide for observations, and as a stimulus for evaluating and analyzing classroom experiences. Cooperating teachers expressing reservations however, did not maintain a consistent point of view. Two felt that the task should be outlined in far more detail while the other felt that the assignment was too specific as it was:

> -The log book should be much more specific in terms of instructional techniques to be observed.
>
> -Students should complete a log book only if they know what type of information to put in it, for example, not what I did, but what I should have done; the teacher did this because...
>
> -They should not have to account for every minute via paperwork. Must the university drown every valuable experience in excessive paperwork?

Student teacher response on the initial questionnaire to keeping the log was very favorable. Twelve of thirteen student teachers who responded to the question suggested a variety of advantages to keeping a log: it could be used as a record that one could refer to later for the purpose of revising, recalling, and recollecting classroom experiences; it provided the opportunity for reflecting on the experience; it was a place to evaluate one's thoughts and feelings. Nor did these assessments of the potential of the log appear to be the result of student teachers' not knowing what keeping a log involved. Eight of the fifteen student teachers kept logs for previous courses: two for Ed.Practicum 251, four for physical education classes, one for a drama class and one for a grade twelve work-experience program.

On the post-questionnaire, student teacher response was less positive than on the pre-questionnaire, but those who did a conscientious job reported no problems with the task. Ten of fifteen student teachers answering the post-questionnaire reported completing the log book on a daily basis. This information offers an interesting contrast with what the student teachers in fact did in the logs submitted to the instructor. Examination of the thirteen logs submitted showed that only six student teachers had completed the assignment, three did 75 percent of the task, two about 50 percent, and two had done nothing. While it might be argued that the three student teachers who did not submit the manual might have completed it, a more likely explanation is that they did not submit it because they did not do it. Four of those who said that they completed the log on a daily basis reported no problems with it, but five student teachers who did not complete the log offered the same rationale: they did not have enough time to do this exercise or they did not feel that the task was worth the investment of time. A typical interview response revealed the same problem:

> I think the log book is a good idea but I have not touched it because I have not had time to write down all the required things.

One of those not completing the log tried to suggest that he had given the assignment a chance but that it had failed him.

> For the first few classes I observed and recorded in

> the log book. I could see that in the end I would just have a great diary of events which would be of no use to me, so I quit filling it in.

Another said, "Not necessary, as will never use again, waste of time." Interestingly, no student teacher who did a conscientious job of filling out the log complained that it was not a worthwhile activity.

A difficulty with the logs revealed in the student teachers' post-questionnaires is that the student teachers appeared to confuse the log book (which was to be a record of their impressions) and the specific observational activities listed in the manual. At least one student teacher appeared to think that writing the log was equivalent to answering the questions in the manual. For example, responding to a question on the log book, he reported:

> Many of the questions were not applicable.

The post-questionnaire also asked student teachers to outline what they felt they had gained from completing the log book. Two student teachers did not respond to the question and five student teachers reported gaining nothing from the experience. Although the remaining eight student teachers who answered the post-questionnaire suggested that they had gained something from doing the log, their answers suggest very low-level learning. For example, three student teachers felt that it could be used as a record later. None suggested that doing the log made him focus on the experience at the time or caused him to look at things in a different way than he otherwise might have. The log recorded their experience rather than shaped it. One student teacher, however, reported gaining a much broader understanding of the entire school operation from doing the log book. In contrast to the pre-questionnaire, where the student teachers appeared to expect the log to offer them some reward, responses to the post-questionnaire were both less enthusiastic and less convincing.

E. Summary

In summary, then, the manual was generally better received by the cooperating teachers (most of whom read the manual) than by the student teachers (many of whom did very little work in the manual). As a rule, the student teachers who worked conscientiously with the manual appeared to have the most positive attitude towards it, while those who made little or no attempt to do the work had the most complaints. Cooperating teachers listed the Classroom Management section most often as a strength, while student teachers felt that the Daily Log was most valuable even though only ten student teachers reported (on the post-questionnaire) doing it, and examination of manuals which were submitted showed that only eleven attempted it. (Six had completed it). Interestingly, more student teachers completed the section on classroom management than completed any other section. Both student teachers and cooperating teachers considered the School and Community section of the manual the weakest part, as post-questionnaire data and particularly the critiques of the manuals by the cooperating teachers revealed.

V. IN-SCHOOL EXPERIENCE

The in-school phase of the course took place two half days per week, for one semester. This study examined the qualifications of the student teachers and the cooperating teachers, compared the theoretical and actual time spent in various in-school activities, and analyzed the articulation of the university and the in-school activities. The cooperating teachers had a variety of experience with student teachers, ranging from zero to twenty practica. The student teachers were basically second-year students who had little or no senior course work in their subject areas. In general, both student teachers and cooperating teachers appeared to have realistic estimates near the beginning of the practicum about the time that would be spent on various tasks: teaching, observation, and discussion ranked high on both pre- and post-practicum questionnaires and were recorded on weekly activity sheets. However, student teachers reported that few of the skills required in school were learned in the university section of the course. Cooperating teachers, student teachers and faculty consultants expressed some common concerns about the in-school experience (the short time that the student teachers were in the schools, for example), but by and large each group saw the experience from a different perspective and had a different set of concerns. Both student teachers and cooperating teachers spoke highly of the in-school experience. Both groups, however, raised questions about how the student teachers were to be evaluated. In general, the student teacher felt that the cooperating teacher should be solely responsible for determining the student teacher's grade. The majority of the cooperating teachers, however, disagreed. One student teacher--a particularly strong one--questioned the appropriateness of the pass-fail grading system. Both student teachers and cooperating teachers felt that the objectives of the course were appropriate and that on the whole they were achieved.

A. Qualifications of the Participants

As an aid to the evaluation of the in-school experience, student teachers and cooperating teachers were given questionnaires. Additional information was obtained from comments volunteered by the student teachers, cooperating teachers and faculty consultants during informal interviews.

1. Background Information on the Cooperating Teachers

In general, participating cooperating teachers had good background experience and good qualifications. All had at least four years of university training. Three reported having a masters or Ph. D. degree. The number of cooperating teachers specializing in a particular subject area was fairly well balanced and equal with six different subject areas represented. For example, four specialized in social studies, four in physical education, two in English, two in science, two in mathematics and one in music. All the cooperating teachers reported having at least three years of teaching experience with the majority of them (60 percent) teaching between six and twenty years. The number of student teachers supervised in the past varied from zero to over twenty. Seven of the cooperating teachers reported supervising between three and twenty student teachers. Three had supervised over twenty student teachers. Two had supervised either one or two student teachers and three had not supervised a student teacher prior to the experimental program. The majority of the cooperating teachers taught at the junior high level with only one teaching at the senior high level. The teaching levels varied from as little as one preparation to as many as six different ones. The majority, however, appeared to have to prepare between three to four different lessons. Those with fewer preparations had other duties, such as administration or counselling. Two cooperating teachers had six different preparations. In general, the cooperating teachers appeared to be very busy.

2. Previous Course Work in Education Courses

The prerequisite for this course was Ed.Pra. 251. In addition, student teachers had taken a variety of general education courses but none had taken subject-specific methods courses. Because some were fourth year students and others were second year, they came with a variety of backgrounds in their subject areas.

(a) Educational Practicum 251. All but one student teacher had taken Ed.Pra. 251 at the University of Alberta. This student teacher reported taking the course in Red Deer. Several student teachers volunteered remarks about the 251 experience. Five student teachers felt that they had benefited from this experience and also had enjoyed it, while three student teachers felt there was no value in it. Two student teachers compared 252 with 251, saying that one course was more help than the other. The student teachers then, had mixed feelings regarding the worth of the 251 experience as a prerequisite for the 252 course.

In addition to the comments volunteered above, student teachers were asked on the pre-questionnaires to report and describe their prior teaching experiences, either from Ed.Pra. 251 (in elementary schools, junior or senior high schools) or in other areas such as music (for example, teaching piano lessons). As one might expect, the majority of the student teachers reported no teaching of any kind while only one student teacher described his years of teaching individuals, small groups, and whole classes in drama. However, in general, most student teachers reported teaching from a mere few hours to a few days in total.

The majority of the student teachers reported that they had observed in both elementary and secondary classrooms. Although the range for the number of classrooms observed at first appears quite wide (elementary 1-23 classrooms and secondary 1-20 classrooms), removing one student teacher diminishes the range considerably. Consequently, the student teachers generally did not observe a large number of classes either in elementary or secondary schools. In addition, the majority of the student teachers had not taught in either elementary or secondary classrooms, with approximately half the student teachers reporting no experience in an elementary class and two thirds of the student teachers reporting no experience in a secondary class. Student teachers who had taught these classes had taught only a few; for example, the range for the secondary classes taught was between one and three, and for the elementary classes was between one and six. Overall, the majority of student teachers had observed elementary and secondary classrooms, but had far less experience teaching in these classes.

(b) Other Education Courses. Student teachers were asked on the pre-questionnaire to estimate the importance of courses in educational administration, educational foundations, educational psychology, and educational curriculum and instruction to their forthcoming experience in the schools. The post-questionnaire also asked student teachers to rate educational administration, educational foundations and educational psychology according to the degree of importance each subject had for the Ed.Pra. 252 teaching experience they had just completed. Since Ed.CI was evaluated in such depth in this study, ratings for Ed.CI were not included on the post-questionnaire. Inspection of

Table 6,the pre-questionnaire response, shows that the majority of the student teachers rated Ed.CI as important (13 ratings of either 4 or 5), educational psychology as important (12 ratings of either 4 or 5), educational administration as important (12 ratings of either 3 or 4), and educational foundations as less important (12 ratings of either 2 or 3). Comparing Table 6 with Table 7 shows that the student teachers rated all three education courses on the post-questionnaire as less important than they did on the pre-questionnaire. Educational foundations, which was given low importance on the initial questionnaire, was rated even lower on the final questionnaire. Educational administration ratings also decreased in importance on the post-questionnaire. There

TABLE 6

Numbers of Student Teachers Estimating The Degree of Importance of Educational Administration (n=15), Educational Foundations (n=15), Educational Psychology (n=15), and Educational Curriculum and Instruction (n=14*) on the Pre-questionnaire

Rating	Ed.Admin.	Ed.Fnd.	Ed.Psych.	Ed.CI
1**	0	1	0	0
2	3	5	1	0
3	8	7	2	1
4	4	2	7	6
5	0	0	5	7

*One student teacher did not report taking an Ed.CI course although he had taken ED. Pra. 251.
**1=unimportant; 5=very important.

were four ratings of unimportant (1) on the

TABLE 7

Numbers of Student Teachers Estimating the Degree of Importance of Educational Administration (n=12), Educational Foundations (n=12), and Educational Psychology (n=14) on the Post-questionnaire*

Rating	Ed.Admin.	Ed.Fnd.	Ed.Psych.
1**	4	5	0
2	3	6	3
3	2	0	2
4	2	1	6
5	1	0	3

*Three student teachers reported not taking educational administration, three not taking educational foundations, and one not taking educational psychology.
** 1=not important; 5=very important.

post-questionnaire but no ratings of unimportant on the pre-questionnaire. Educational psychology ratings also changed, but not to the same degree as those for educational administration and educational foundations. The majority of the student teachers (11 of 14) rated educational psychology 3 or better on the post-questionnaire, compared to 14 of 15 rating it 3 or better on the pre-questionnaire. It is interesting to note that the ranking of the three courses was the same on the two questionnaires (educational psychology, first; educational administration, second; and educational foundations, third), but the ratings of the importance of the courses dropped over the term. On the pre-questionnaire, student teachers expected Ed.CI and educational psychology to be quite important to their school experience and expected educational administration and educational foundations to be at least of some importance. However, after experiencing their student teaching, they appeared to find the educational administration and educational foundations courses of little importance.

(c) Courses Taken in Major and Minor Areas of Interest. Of the 16 student teachers enrolled, the majority (13) were in their second year, 2 were in their third year and 1 was in her fourth year of university. Among these 16 student teachers, 1 majored in physical science, 1 in drama, 1 in music, 2 in mathematics and 3 in social studies. The largest number of student teachers, 8 in all, majored in physical education. For the 14 reported minor areas, 1 student teacher minored in physical education and art, 1 minored in general science, 1 minored in math, and 1 minored in drama. Five student teachers minored in the area of social studies (this included minors such as history and geography). Two student teachers minored in sociology, one student teacher minored in psychology, and two student teachers minored in English.

Inspection of Table 8 shows that most student teachers had taken three or more courses in their major area of interest. Apparently three student teachers did not understand the question since they listed their education courses as major fields of study.

(d) University Preparation for the Subject Area Taught. Inspection of Table 9 shows that 10 of 14 student teachers answering (about 70 percent) felt that their subject area

TABLE 8

Number of Courses Taken by the Student Teachers In Their Area of Specialization Prior to the Experimental Program

Number of Courses in Major Area of Study	Number of Student Teachers
Ed.Pra. 251	2
Ed.Psych. 271	1
2	1
3	2
4	2
5	1
6	3
7	2
9	2

background was just adequate or less than adequate as preparation for this student teaching experience. These results are not totally unexpected since most student teachers were in their second year of university and, as noted in Table 8, had as few courses as one in their major area of interest. Some of the student teacher explanations included:

> -It was inadequate in that I did not need university courses to teach the subject matter. (This student rated course background as inadequate.)
>
> -When you take subject area courses, they are very hard, they get into very complicated work, your basics are lost. So when you teach you have to learn the steps because you usually missed these steps when doing your courses at the university. (This student teacher rated course background as adequate.)

-I was in an Arts program last year and had most of the required courses. (This student teacher rated course background as excellent.)

TABLE 9

Student Teacher Ratings of Adequacy of University Preparation for Subject Area Taught (n=14)

Ratings	Number of Student Teachers
1 (inadequate)	3
2	3
3	4
4	2
5 (excellent)	2

The interviews offered another perspective. One student teacher felt that his subject area courses were not really useful for teaching because he felt that university students learn the content for an exam and after that they forget it. "When one is faced with teaching the material, is when one has to learn it," he said. Nevertheless, whatever the reason, it remains that a large percentage (71 percent) of the student teachers ranked their university preparation as merely adequate or less than adequate.

The interviews also offered some specific examples of the results of strengths and weaknesses in student teachers' backgrounds. One cooperating teacher commented that he had a student teacher with a good background and was able to put him to work immediately. This indicates that a good background would be an asset. Another cooperating teacher felt that even though her student teacher was not placed in his specialization, he did quite well. This student teacher indicated to me that he was going to minor in English as a result of this experience and felt that it was a good experience for him although he was a physical education major. Another teacher felt that the student teacher needed a course in gymnastics, but the student teacher had been reading up on it and had already learned a lot. Among all the student teachers, only two had slight problems with limited background preparation. One of the student teachers felt that he had been asked by his cooperating teacher to do an activity for which he had no background and, consequently, felt that this was unfair and was not confident. The other student teacher and cooperating teacher both commented to me that they felt that more background preparation was needed in the student teacher's major area of study, music. The cooperating teacher said that the student teacher needed more backgound to teach conducting, and that he could not play the instruments. The student teacher felt that he lacked the technicalities of music, but was confident that he could pick them up later in other courses.

(e) Placement in the Schools. Student teachers were asked on the post-questionnaire if they were placed in their area of teaching specialization and, if they were not, whether this detracted from their in-school experience. Twelve student teachers had been placed in their area of specialization while four student teachers had not. All four of these were majoring in physical education. The reason they were not placed with physical education cooperating teachers was that not enough physical education teachers were available to guide them through student teaching. In addition, one physical education methods professor felt that physical education student teachers should also have some classroom experience. Two physical education cooperating teachers commented that they agreed with this philosophy, basically because there were more physical education majors than physical education jobs. One felt so strongly about the need for a teaching minor that he had his student teacher teach French (his minor) with another teacher in the school. The interviews revealed that, basically, the student teachers were happy with their placement. Of the four who were placed out of their majors, two preferred to teach physical education, but two felt both that it was important to teach in another area and that it was a good experience to teach in a classroom in another subject area. One student teacher, however, was very irate. He said he did not feel confident with social studies terminology. It is interesting to note that two of the student teachers who were placed in their fields felt that they needed other experience. One said that he did not wish to do his total student teaching experience in a classroom, but teaching physical education does not afford opportunities for much classroom teaching. No one commented on the questionnaire that his teaching experience had suffered because of his placement. Even in the interviews, there was overwhelming evidence for satisfaction with the in-school experience from all student teachers.

It is interesting to note that on the pre-questionnaire 13 of 15 student teachers indicated a preference for teaching at the senior high school level, but only 1 received this placement. This, however, did not appear to detract from their experience.

B. In-school Activities

Pre- and post-questionnaires, activity sheets, and extensive interviews with student teachers, cooperating teachers, and faculty consultants were used to determine the ideal amounts of time student teachers should be expected to spend on various activities, the types of activities student teachers were actually involved with, and the actual amounts of time student teachers were engaged in activities at the school.

1. *The Estimated Ideal Time to be Alotted to In-school Tasks*. Inspection of Table 10 shows that in general for both the pre- and post-questionnaire data, the student teachers and the cooperating teachers agree quite closely with each other on both the ideal percentage of time to be spent on each activity and the ranges of time. On the pre-questionnaire, item *e* (observing a variety of classes being taught) revealed the greatest differences between student teachers and cooperating teachers. Student

TABLE 10

Estimated Ideal Amounts of Time to be Engaged in In-School Activities Reported by Student Teachers and Cooperating Teachers on the Pre- and Post-questionnaires (Reported in Percentages)

Activity	Student Teachers n = 15 mean	Student Teachers n = 15 range	Cooperating Teachers n = 15 mean	Cooperating Teachers n = 15 range	Student Teachers n = 15 mean	Student Teachers n = 15 range	Cooperating Teachers n = 16 mean	Cooperating Teachers n = 16 range
a. Talk with classroom teacher	13	4-29	13	0-26	11	1-25	10	5-20
b. Talk with other teachers	6	3-15.2	6	2-10	5	0-10	4	0-15
c. Talking to administrators	6	0-10	3	0-6	4	0-10	2	0-5
Group total of a, b, and c	25		22		20		16	
d. Observing cooperating teacher*					19	5-75	18	6-50
e. Observing a variety of classes	6	0-10	16	5-70	3	0-10	7	0-10
Group total of d and e	6		16		22		25	
f. Examining school materials	10	2-30	8	1-20	7	1.5-15	4	0-15
g. Examining student written work	8	3-10	8	0-20	5	0-14.5	6	0-10
h. Examining curriculum guides*					2	0-5	3	0-5
Group total of f, g, and h	18		16		14		13	
i. Teaching individuals	13	10-20	11	2-30	8	0-25	9	3-15
j. Teaching small groups	15	10-20	13	0-36	10	0-25	12	0-30
k. Teaching whole classes	16	5-30	18	0-60	20	5-45	20	5-51
Group total of i, j, and k	44		42		38		41	
l. Helping the classroom teacher	8	2-18.5	4	0-18.5	5	0-10	6	0-15
m. Other (specify)*			1	10	1	2.5-10		

*Items d and h did not appear on the pre-questionnaire but were added to the post-questionnaire. Student teachers had not been invited to respond to item m on the pre-questionnaire.

teachers felt that an average of six percent of their time should be spent observing while cooperating teachers felt that an average of 16 percent of the time should be spent doing this activity. This item, which showed the largest differences between the two groups is still very minor at a mere 10 percent. Interestingly, the one cooperating teacher who suggested that 70 percent of the student teachers' time should be spent observing, accounted for about half of the difference between the two groups' estimates. For the remaining activities, in most cases both groups agreed either exactly or very closely (within one to two percentage points) with each other regarding the ideal percentage of time to be allocated to each activity. Table 10 also shows that student teachers and cooperating teachers agreed even more closely with each other on the post-questionnaire than on the pre-questionnaire. There are no wide differences between the student teachers and cooperating teachers with the largest difference being a mere four percent. In light of this close agreement, it is interesting that while filling out the pre-questionnaires several teachers said that they really had no basis for estimating these percentages.

When the pre- and post-questionnaire responses are compared, there are few differences or changes in the estimates of ideal amounts of time to be spent on the activities. In general, most of the amounts of time on the post-questionnaires for both groups appear to be slightly reduced when compared to pre-questionnaires. The greatest difference between the two questionnaires is found in item _e_. This difference is largely attributable to one cooperating teacher who reduced his original estimate of 70 percent to 3 percent on the post-questionnaire. It must be noted, however, that there was only one category for observational activities on the pre-questionnaire (observing a variety of classes being taught). However, on the post-questionnaire, this category was divided into two, with "observing the cooperating teacher" being added. In essence, of course, on the pre-questionnaire this category was assumed under general observation. It is interesting to note, however, how important both student teachers and cooperating teachers felt this category was on the final questionnaires. This experimental course was intended to have a large observation component, but teaching activities (items _i_, _j_, and _k_) still took up an average of 40 percent of the time. It is interesting to note that only one activity, activity _k_ (teaching whole classes), increased in the estimated ideal percentage of time from pre- to post-questionnaire for student teachers and cooperating teachers. This increase, however, was slight, two percent for the student teachers and four percent for the cooperating teachers. These slight increases seem to be too small to be of any real significance.

Five general sets of activities formed by combining related individual tasks are compared in Table 10. These sets included the following: 1. discussion, 2. observation, 3. examination of materials and guides, 4. teaching, and 5. helping the classroom teacher. Since two activities on the post-questionnaire did not appear on the pre-questionnaire, (see Table 10, footnote*) it is not quite appropriate to make pre-post comparisons; however, with this caveat in mind, some comparisons are enlightening. In general, for four sets of activities, (discussion, examination of materials, teaching, and helping the classroom teacher) there is a slight reduction of the estimated ideal mean percentages from pre-to post-questionnaire for both student teachers and cooperating teachers. The largest reduction occurred with the "discussion" group of activities, five percent for the student teachers and six percent for the cooperating teachers.[8]

The observational activities (items _d_ and _e_), the only activities to show a general increase from pre-to post-questionnaires, show a substantial increase for both student teachers and cooperating teachers. By the end of the practicum both groups felt that about a quarter of the student teacher's time should be spent observing with the bulk of this time spent observing the cooperating teacher. This question also drew a wide range of responses, larger for the student teachers (5-75) than for the cooperating teachers (6-50). The increase in estimated time spent observing suggests that both student teachers and cooperating teachers initially underestimated the amount of observation time which would be necessary. However, the range of responses suggests that it was not viewed as important in all classrooms.

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[8] This reduction, again small, suggests that student teachers and cooperating teachers did not get to talk informally as much as they thought they might.

In summary, then, when pre-post comparisons were made for student teachers and cooperating teachers, four sets of activities decreased in the ideal mean percent of time to be spent performing them. Only the observation activities showed an increase in the ideal mean percent. By the end of the course, both groups agreed that approximately the following percentages of time should be spent on each type of activity: 1. discussion, 18 percent (between 16 and 20 percent), 2. observation, 25 percent (between 22 and 25 percent), 3. examining materials, 13 percent, (between 13 and 14 percent), 4. teaching, 40 percent (between 38 and 41 percent), and 5. helping the classroom teacher, 5 percent (between 5 and 6 percent).

C. Comparison Between Student Teacher Performance and Estimated Ideal Amounts of Time Engaged in Various In-school Activities

In general, as Table 11 shows, there are very few differences between the estimated ideal percentages of time reported on both the pre- and post-questionnaires and the actual percentages of time student teachers reported spending during the last three weeks of the practicum. It appears, then, that the student teachers and the cooperating

TABLE 11

Ideal and Actual Time Spent on In-school Tasks: Combined Averages of Responses by Student Teachers and Cooperating Teachers. "Actual" Time Taken from Activity Sheets for Final Three Weeks (in percentage)

Activities	Pre (n=15)	Post (n=15)	Actual (n=16)
Discussion	23	18	20
Observation	6-16*	23	25
Materials**	17	13	7
Teaching	43	40	41
Helping**	6	5	4
Other	1	1	4

*The percentages estimated by the student teachers and the cooperating teachers varied too much to report as an average. Therefore, they are reported separately with the student teachers' response the first figure.
**Examining materials; helping the teacher.

teachers, both prior to the experimental program and at the end of it, had a fairly accurate opinion of how much time should be spent engaged in various in-school tasks. As one might expect, the percentage of time for observing and teaching varied over the term. By the end of the course, student teachers spent 25 percent of their time observing and 41 percent of their time teaching. These figures were reversed for the first three weeks of the program. Another such variation was examining school materials, which was higher (14 percent) in the first 3 weeks than in the last 3 weeks (7 percent). This, of course, could again be the expected result. On the other hand, as Table 11 shows, student teachers and cooperating teachers differed somewhat in the observation category of the pre-questionnaire. Student teachers estimated an ideal percentage of time of six percent for observing while the cooperating teachers estimated 16 percent. However, by the end of the term, both groups agreed quite closely and seemed to have a good idea of what amount of time ideally should be spent on in-school tasks. Initially, both groups had considerably underestimated the amount of time to be spent observing, the student teachers more than the cooperating teachers. To explain this, the following three situations should be considered:

> -Initially, both groups probably felt that the student teacher would be teaching more. However, because the course was not intended to include a great deal of teaching, this became clearer to both groups from either the in-services or from the instructor of the course (or both) as time went on. Thus, by the end of the course, they expected observation to account for a larger percentage of the course than they originally anticipated.
>
> -Although cooperating teachers and student teachers may have expected to teach more, the majority of student teachers had very little background to do so, since most were in their second year.
>
> -If the category (observing the cooperating teacher) had appeared on the pre-questionaire, there probably would have been a larger estimate by both groups of the time to be spent observing. The mere inclusion of this category on the post-questionnaire could have influenced the estimates of observation required.

However, regardless of the large difference between pre- and post- estimates of the ideal amount of time to be spent observing, by the end of the course, both student and cooperating teachers agreed quite closely in their estimates for time to be spent observing. Actual performance agreed closely with the post-questionnaire estimate of ideal time for all the in-school activities.

D. Activities the Student Teachers were Engaged in at the Schools

Student teachers were expected to attend (on the average) 4.6 hours per week.[9] As Table 12 shows, the student teachers averaged between 5.74 and 7.64 hours per week which is, of course, higher than the required 4.6 hours. Table 13 reports the maximum and minimum number of hours spent in the schools by each student teacher over the period of the practicum. The time spent ranges from a low of 3.5 hours to a high of 12 hours. Table 12 also reports the average number of hours student teachers spent engaged in various types of in-school tasks. The activities observing and teaching were the two activities which the student teachers were most often engaged in throughout the practicum. Figure 1 compares the average times for observing and teaching for the 11 weeks of the practicum shown in Table 12. As one might expect, observing, which was important early in the term with an average of 4.06 hours, gradually tapered down, with minor fluctuations, to as few as .66 hours in the eleventh

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[9] This 4.6 hours was to be spent over a period either one full day or two half days per week. This figure was calculated by assuming that the student teachers would be in the schools for approximately seven forty-minute periods a week.

TABLE 12

Average Amounts of Time Student Teachers Were Engaged in Various In-School Tasks* (in hours; n = 16)

Activities	Week										
	one	two	three	four	five**	six**	seven	eight	nine	ten	eleven**
a. Discussion	1.82	1.58	1.45	1.67	1.29	1.62	1.07	1.22	1.16	1.17	1.53
b. Observation	4.06	3.23	2.67	2.69	1.80	1.89	2.18	1.23	1.58	1.52	.66
c. Examining materials	.75	1.16	.91	.91	1.02	.51	.69	.42	.46	.28	.69
d. Teaching	.18	1.27	.70	.88	1.49	1.59	1.34	2.40	2.04	2.67	3.61
e. Helping the classroom teacher	.27	.38	.34	.70	.40	.94	.37	.27	.39	.04	.00
f. Other	.00	.02	.00	.00	.36	.63	.16	.20	.36	.12	.13
Total average hours	7.08	7.64	6.07	6.85	6.36	7.18	5.81	5.74	5.99	5.80	6.62

*The complete data describing the average times for each separate activity (not combined as is reported on this table) can be found in Appendix F.

**Teachers' convention, week 5, Reading week, week 6, and the last week of university classes represented a lower return of activity sheets.

TABLE 13

Maximum and Minimum Amounts of Time (in hours) Reported by Student Teachers for Each In-School Activity Each Week (n = 16)

Activities	Week 1	2	3	4	5
a. Talk with classroom teacher	0-3	0-2	.33-2	0-3	0-1.08
b. Talk with other teachers in the school	0-.75	0-2	0-1	0-2	0-1.25
c. Observing cooperating teacher	.83-6	0-5.67	0-4	0-6	0-2.5
d. Observing another teacher	0-1.34	0-3	0-3	0-3.5	0-3
e. Other observations	0-.17	0-.33	0-2	0-1	0-0
f. Examining school materials	0-1	0-2	0-1.17	0-2	0-3
g. Examining student written work	0-2	0-2	0-5	0-2.5	0-2
h. Helping the classroom teacher	0-1	0-2	0-1.5	0-3	0-2
i. Teaching individuals	0-1	0-3.5	0-1.83	0-.5	0-1.5
j. Teaching small groups	0-0	0-.08	0-.5	0-1.3	0-2
k. Teaching whole class	0-.75	0-6	0-2.66	0-3	0-5
l. Talking to administrators	0-2.3	0-.08	0-0	0-0	0-0
m. Other, specify	0-0	0-.25	0-0	0-0	0-2.16
n. Weekly range	4.5-11.36	4.46-12	4.75-7.92	4.5-10.66	3.5-11

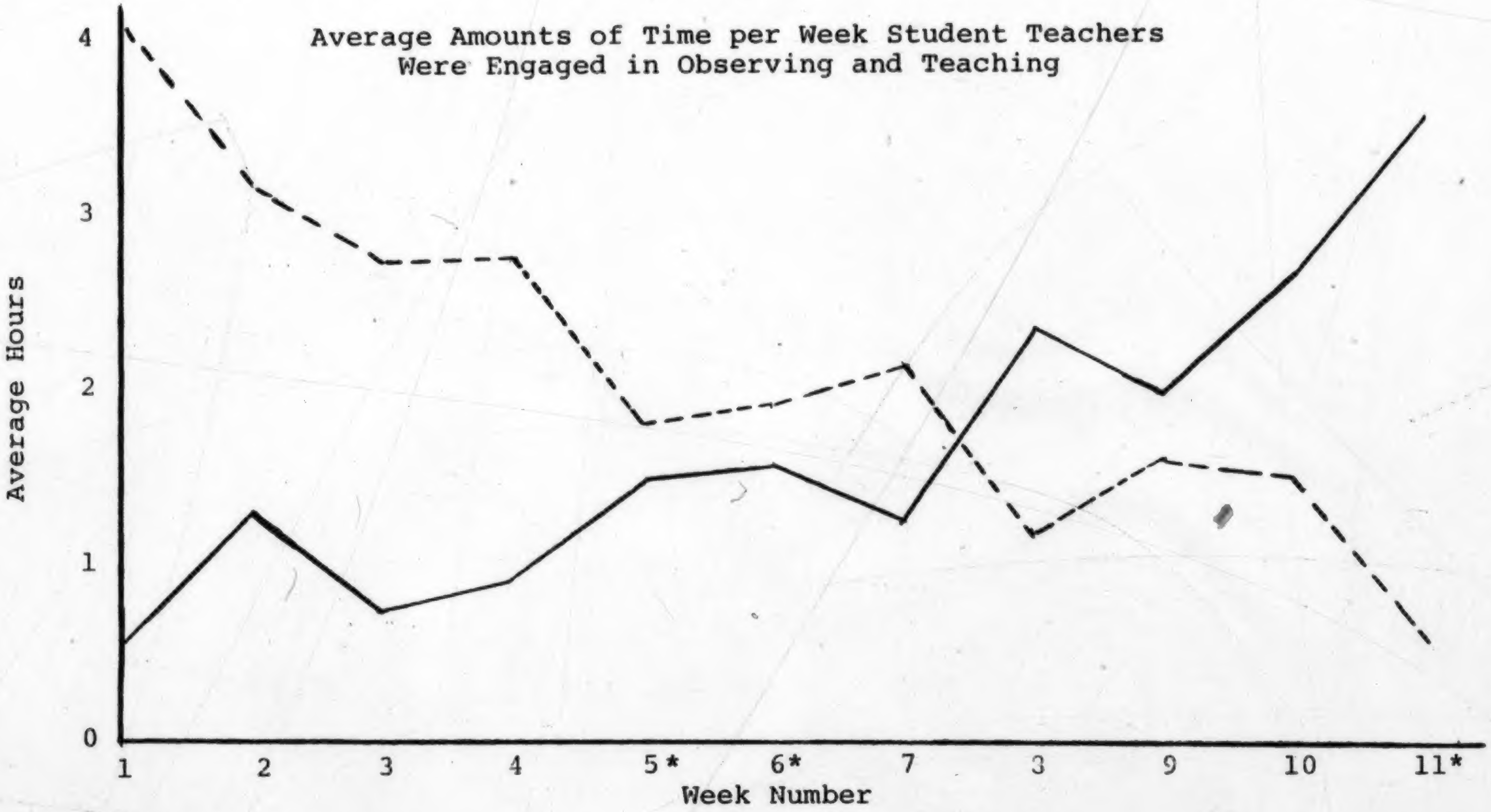
.../con't

TABLE 13 .../con't

Activities	Week 6	7	8	9	10	11
a. Talk with classroom teacher	.26-3	0-2	0-2.5	0-3.5	0-1.5	.58-1.16
b. Talk with other teachers in the school	0-.5	0-1	0-2	0-1	0-1.67	.11-1
c. Observing cooperating teacher	0-1.86	0-4.5	0-4	0-4	0-5.33	0-1.4
d. Observing another teacher	0-1.5	0-1	0-1.17	0-2	0-1.66	0-.67
e. Other observations	0-.84	0-1	0-0	0-0	0-2	0-0
f. Examining school materials	0-.66	0-1	0-.83	0-1	0-.33	0-1
g. Examining student written work	0-.66	0-2	0-1.5	0-1.17	0-1.67	0-.67
h. Helping the classroom teacher	.33-2.5	0-2	0-1.08	0-1	0-0	0-0
i. Teaching individuals	0-.83	0-1	0-1	0-.66	1-2	0-2.66
j. Teaching small groups	0-0	0-0	0-.75	0-3	0-1.34	0-1.66
k. Teaching whole class	0-2.5	0-3	1-4.5	0-3.5	0-6	1-3.27
l. Talking to administrators	0-.34	0-.5	0-0	0-.5	0-0	0-1.5
m. Other, specify	0-2	0-1	0-1.5	0-3.33	0-1.33	0-0
n. Weekly range	6-9.83	4.34-8.22	3.98-10	3.32-9.5	3.32-10.49	5.36-9.84

FIGURE 1

Average Amounts of Time per Week Student Teachers Were Engaged in Observing and Teaching

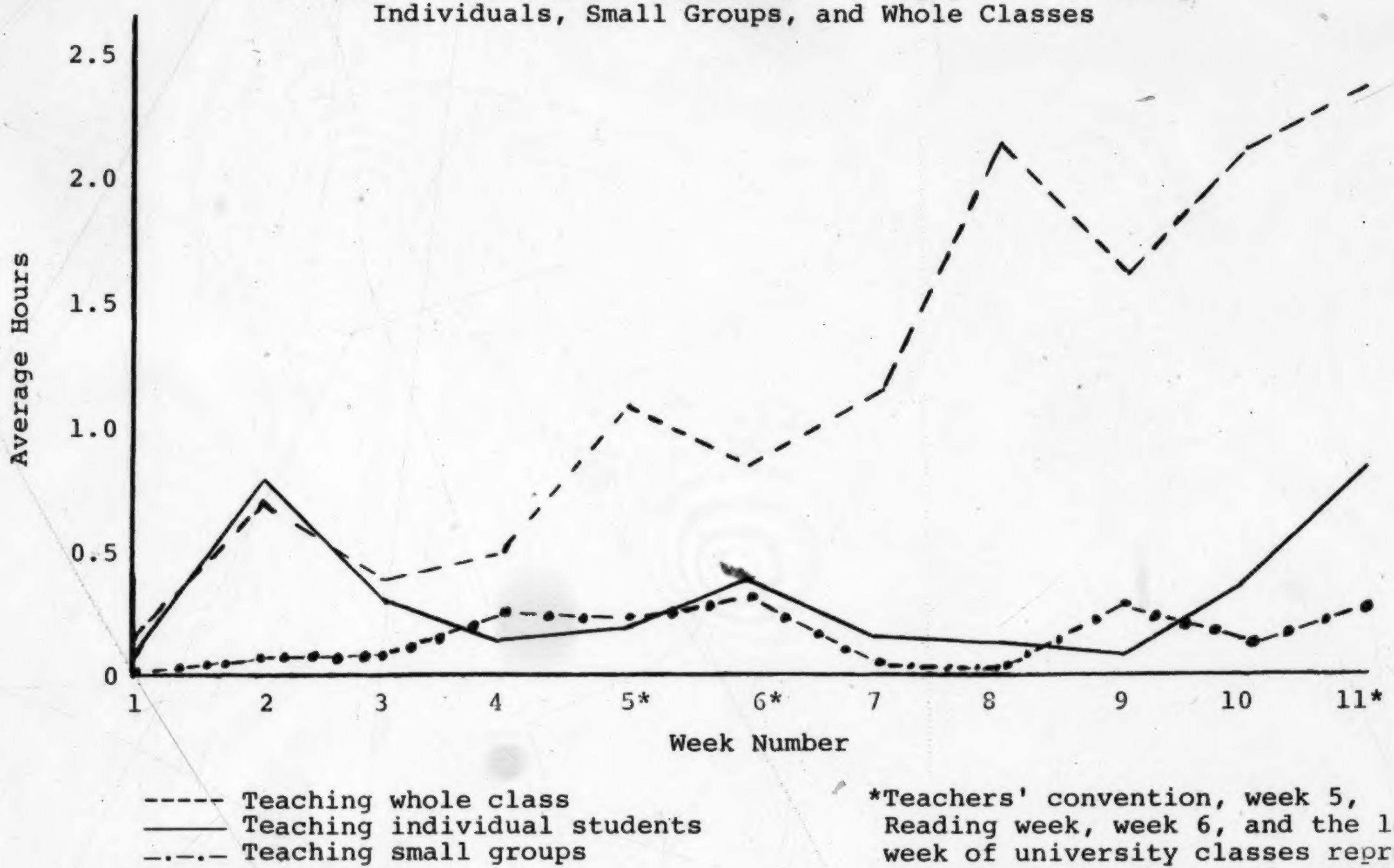


----- Observing
——— Teaching

*Teachers' convention, week 5, Reading week, week 6, and the last week of university classes represented a lower return of activity sheets.

FIGURE 2

Amounts of Time Student Teachers were Engaged in Teaching Individuals, Small Groups, and Whole Classes



*Teachers' convention, week 5, Reading week, week 6, and the last week of university classes represented a lower return of activity sheets.

week while teaching, which began with .18 hours in the first week, and gradually, again with minor fluctuations, increased to 3.6 hours. Figure 2, comparing the amounts of time spent in three different ways of teaching (data taken from Appendix F) shows, again as one might expect, that teaching whole classes began with a low at .10 hours and ended with a high of 2.35 hours. This type of teaching showed the greatest increase in average time over the eleven week period. Teaching individuals and teaching small groups both began with lows of less than .10 hours and ended with highs of less than .80 hours . The results reported above are those which were hoped for from the course. One of the objectives of the experimental course was that the student teachers have a graduated experience. Observation and helping the teacher were to consume much of the student teacher's time at the beginning of the practicum, with a later gradual increase in the amount of teaching time and a corresponding decrease in the observing time. In contrast, Table 12 shows that the time spent on most other activities remained consistent throughout the term. Activities such as discussion, examining school material, helping the classroom teacher, and "other" required roughly the same amount of time in each of the 11 weeks of the practicum. Table 12 does not contain a category for lesson planning, since most of this was done at home. However, a very small amount of lesson planning at school is included in the category "other". Category "other" also includes such activities as school noon-hour supervision, dance supervision, a personal evaluation of the school, and a discussion a student teacher held with junior high school students regarding how they felt about school. Marking was included under category c. (examining school materials). Category b. (observation) included any type of observation; an unusual one, for example, was observing an eclipse. Staff meetings were covered under discussion activities; giving demonstrations and refereeing sports games were included in category d. teaching.

A note of caution regarding interpretation of the graph, Figure 1, must be made. The results suggest that all student teachers had a graduated experience and this, in fact, is not true. For example, one student teacher began teaching in week one and continued on for the duration of the term. Another student teacher spent practically the entire term marking while a third spent most of his time observing.

E. Teaching Skills Learned from the Program

In order to determine if the student teachers had learned any of the skills of teaching from the program, they were asked on the pre-questionnaire to list skills they would like to learn as a result of watching a professional teacher. In addition to this, they were again asked on the post-questionnaire to list the skills they had learned from the in-school part and from the university class.

As Table 14 shows, at the beginning of the program student teachers appeared to be very enthusiastic about learning various teaching skills. Fifty-nine comments were made suggesting that the student teachers wanted to learn skills in the areas of a. classroom management, b. discipline, c. teaching strategies, d. lesson planning, e. evaluation, and f. administration. The majority of the skills expected to be learned were in the areas of a. classroom management, b. discipline, c. teaching strategies, and d. lesson planning. Interestingly, the single skill of discipline was the most often desired skill to be learned: 10 students listed it as a skill to be learned. Table 14 also shows that the student teachers reported learning more skills, about twice as many from the in-school part of the program as from the Ed.CI part of the program. Examination of Table 14 reveals that the skills of a. discipline, b. teaching strategies, c. evaluating students, and d. administration were learned primarily at the school, while lesson planning was learned primarily from the university methods course. Interestingly, no one reported learning evaluation in general, administration or many miscellaneous skills such as speaking clearly or relating to students, from the university class. Interesting, too, is that several skills the student teachers wanted to learn were not learned, either at the in-school experience or the university class.

TABLE 14

Teaching Skills which Student Teachers Expected to Learn from Ed. Pra. 252 (Pre-questionnaire, n = 14) and Skills Reported Learned from the In-School Portion (n = 14) and the Ed. CI class (n = 15)

Skills	Pre-questionnaire	In-School (Post)	Ed. CI (Post)
Classroom management	8	5	4
Discipline	10	6	3
Subtotal	(18)	(11)	(7)
Teaching strategies	5	3	0
Questioning techniques	2	3	3
Motivating and initiating discussion	1	0	0
Teaching smoothly	1	0	0
Curriculum planning	0	1	1
Explaining properly	0	2	1
Teaching whole class	0	1	0
Subtotal	(9)	(10)	(5)
Lesson planning	8	0	7
Lesson presentation	5	2	0
Subtotal	(13)	(2)	(7)
Evaluation	2	0	0
Evaluating students	1	1	0
Self evaluation	0	1	0
Examining	0	1	0
Subtotal	(3)	(3)	(0)
Administrative tasks	3	2	0
Record keeping	1	0	0
Clerical	0	1	0
Subtotal	(4)	(3)	(0)
Miscellaneous			
Organization	1	1	2
Organize and test a band	1	0	0
Writing on blackboard	0	1	0
Course content	0	1	0
Moving classes	0	1	0

.../con't

TABLE 14 .../con't

Skills	Pre-questionnaire	In-School (Post)	Ed. CI (Post)
Speaking clearly	1	2	0
Relating to students	1	2	0
Attitudes one must have	1	1	0
Communication techniques	3	0	2
Understanding of individuals	1	0	0
Knowledge of student interests	1	0	0
Empathy with students	1	0	0
Contact with class	1	0	0
Confidence	0	1	0
Stance	0	1	0
What works for me and what I am like as a teacher	0	1	0
Awareness of different skills implied	0	0	1
Ability to spot slow and trouble students and how to talk with them	0	0	1
Subtotal	(12)	(11)	(6)
Net total	59	40	25

F. Ed.Pra. 252 Practicum Compared to Conventional Practica

The majority of the cooperating teachers, 12 of 16, reported that the experience for the Phase II student teacher was different from that of the student teacher from the conventional practicum. Most of these cooperating teachers felt that the major difference was the short amount of time that the student teachers spent at the school (two half days per week). The majority of these cooperating teachers also suggested that because of the half day attendance, the student teachers did not have the opportunity to feel as comfortable in the classroom as they should have and, in addition to this, the student teachers were unable to observe or teach continuously. Other reported differences between the two practica included: a. subject area background was lacking, b. level of self-confidence was lower, c. more observation, d. observation with an intent and a purpose and, e. spent more time in administration. Three cooperating teachers were unable to report any differences because they had not had a student teacher from any previous practicum. One cooperating teacher who did not attend any of the in-services said that he saw "not much difference." Cooperating teachers, in general, felt that they had observed differences between the two practica.

G. Problems and Concerns of the In-school Experience

A very large amount of information reflecting participant opinion regarding the in-school experience was collected from talking with the cooperating teachers, student teachers and faculty consultants. This information dealt primarily with concerns common to and concerns unique to each of the participating groups, student teachers, cooperating teachers and faculty consultants. In addition to these concerns, some very favorable aspects of the in-school experience were noted.

1. Concerns Common to the Student Teachers, Cooperating Teachers, and Faculty Consultants

All three groups agreed that the half day attendance of the student teacher at the schools was an important problem. Interview data and post-questionnaire data indicated that some cooperating teachers and faculty consultants recognized that the half days were causing a lack of continuity in teaching for the student teachers. During in-depth interviews, all three cooperating teachers mentioned that the half day attendance was a problem and that because of this they had to make adjustments. Eleven cooperating teachers reported in the telephone interviews that the half day attendance was a real problem. In addition, two student teachers from the first set of interviews and three from the second set said that the half day attendance was a problem, with several complaining of frustration because they didn't have enough time to learn all the pupils' names, nor could they observe or teach with continuity. Although one faculty consultant stated that he realized that lack of continuity of teaching was a problem, he felt there was not much that could be done about it. He explained that because of the nature of the program (with student teachers being in the schools for two, usually different half days per week) lack of continuity would remain a problem, and that it could not be solved until Phase III, at which time the student teacher would be teaching continuously for full days over a longer period of time. He felt that this situation would simply have to be explained to the cooperating teachers at in-services.

All participants also agreed that the course itself, at this point, might not be well understood by all groups. The faculty consultants were concerned that the cooperating teachers and student teachers might not understand the objectives of the course nor what to do. In-depth interviews with three cooperating teachers revealed that two of them did not understand the aims of the course well, and one felt that the aims were vague and not specific enough. Seven of the cooperating teachers who were telephoned complained of the vagueness of the course and the lack of definition. Two student teachers were concerned (during initial interviews) that their cooperating teachers would not know what was expected of the student teachers, since one student teacher already felt he had been given too much to do, while the other felt that all he had done so far was observe, and that this was nothing different from Ed.Pra. 251. During the final student teacher interviews, one student teacher explained that he felt his cooperating teacher was not informed enough about the course.

All participants were in favor of a graduated type of teaching experience for the student teacher. Three faculty consultants hoped that the student teachers would have a gradual introduction to teaching in a setting which was as non-threatening as possible. Six cooperating teachers reported during informal telephone interviews that they felt that the gradual approach was good. Cooperating teacher comments at one in-service also showed that, as a group, they favored the in-school graduated experience idea in general; however, they felt that at this point in time, they needed more information and more reminders in order to ensure that it would be a graduated experience. Among the three cooperating teachers selected for in-depth interviews, two had their student teachers teaching on a more gradual basis while the other teacher had his student teacher teaching very early in the round. One student teacher felt he had started teaching too soon and was not ready for it. One, who began more gradually, said that he liked it and that it gave him a chance to break the ice and reflect a little. This student teacher liked the experience without all the pressure. Regarding teaching on a gradual basis, it appears that at least two student teachers (based on the second set of interviews done nine weeks into the term), wanted to teach sooner and one wanted more teaching and less theory. At this time, ten student teachers reported that they were teaching whole classes. Because one of the objectives of the program (which all three groups agreed with) was the gradual introduction to teaching, it was necessary for the student teacher to be involved in a great variety of non-teaching tasks. Faculty consultants were particularly concerned that the student teaching experience not become the same type of experience that the student teachers would have in Phase III. Therefore, they felt that it was very important to have the student teacher involved in a large variety of non-teaching tasks. Student teachers, cooperating teachers, and faculty consultants reported that the student teachers were involved with a variety of non-teaching tasks as well as some teaching duties. In telephone interviews, six of sixteen cooperating teachers commented that having the student teachers do non-teaching types of activities was good. Initially, however, one cooperating teacher felt that these activities were merely "Jo-boy" jobs.

a. Additional Concerns of the Faculty Consultants. Although faculty consultants comprised the smallest and least often interviewed group, they expressed a large number of concerns:

-the need for the experience of observation not to be boring for the student teacher

-the need for the cooperating teacher to change certain methodologies, mainly over-use of the lecture

-the need for the student teacher to observe extra-curricular activities, not just teaching

-the need for adequate help from cooperating teachers for student teacher lesson planning

-the need for good communication between cooperating teachers and faculty consultants of different subject areas

-the need for the program to include all student teachers from all subject areas, including physical education

b. Additional Concerns of the Cooperating Teachers. The bulk of the conversations held with three cooperating teachers during in-depth interviews involved individual progress and problems with the individual student teachers. These cooperating teachers discussed difficulties brought about by the type of student teacher assigned and the individual type of guidance needed (for example, how to deal with specific personality traits such as laziness, shyness or lack of confidence). Telephone interviews with the other cooperating teachers revealed other concerns. These included the following:

-the need for the student teacher to get the feel of what it is like to be a teacher

-the need for more clarification regarding how to evaluate the student teacher

-the need for having just one student teacher from one program at a time. In this case, four cooperating teachers had two student teachers, one from the Phase III part of the program and the other from the Phase II part of the program

-the need for the student teachers to learn the nature of the junior high school student, early in their careers

-the need for a good student teaching program (two cooperating teachers felt that previous student teaching programs were lacking.)

-the need for the student teacher to observe all the non-teaching aspects of the school operation (for example, extracurricular activities, parent-teacher interviews, ordering materials and encouraging school morale).

Interestingly, seven teachers described the Ed.Pra. 252 experience as a personal benefit to themselves. Apparently, the experience made many cooperating teachers examine their own teaching. Six cooperating teachers suggested that this experience would assist the student teacher in a career choice and seven felt that this experience provided excellent background for the student teachers' Phase III. One cooperating teacher felt that the experience provided a break for her own students, (a break from the cooperating teacher's teaching). Unfortunately, one cooperating teacher felt that having a student teacher would rid him of some routine, and another was so unhappy about the Ed.Pra. 252 experience that he said he would not take another Phase II student teacher. One cooperating teacher initially felt that he was against prescription and being a demonstration teacher; however, after the course had been in operation for a while, he felt that the program had to be more specific for the sake of the student teacher.

c. Additional Concerns of the Student Teachers. In their roles as instructees, student teachers were somewhat apprehensive about the program as the following notes suggest:

-Four student teachers were concerned about the type of cooperating teacher they would get. For example, one wondered about a possible personality clash. Another student teacher wanted good criticism from his cooperating teacher, since he had a bad Ed.Pra. 251 experience with his cooperating teacher.

-Two student teachers felt that the Ed.Pra.251 experience was unsatisfactory and that Ed.Pra. 252 might also be unsatisfactory.

-One student teacher felt his cooperating teacher was not providing an appropriate teaching model.

-One student teacher was concerned about the principal's policies at the school, since he had disagreed with the principal in his Ed.Pra. 251 experience.

-One student teacher wondered what student teaching would be like with the pupils whom he would be teaching.

-One student teacher felt that observing was boring and wanted more teaching.

In addition, four student teachers expressed other concerns early in the practicum:

-One was concerned about grading. He wanted more than a pass-fail type of evaluation, a grade.

-One wanted to do his Phase III student teaching at the same school he was at for Ed.Pra. 252. He recommended that all Ed.Pra. 252 student teachers do the same because they would not need to readjust to a new school.

-Two felt that they had a problem because they shared their cooperating teachers with another student teacher from another program. One of the two felt that this was a beneficial experience for him but he didn't get along with the shared student teacher. The other Ed.Pra. 252 student teacher felt that his cooperating teacher would have more time for him after the other student teacher left.

Towards the end of the practicum, student teachers expressed further concerns about the experience:

-Three were concerned about teaching and having exams so close together at the end of the semester.

-Five were concerned about their evaluation in the course.

-One felt that his area of specialization (drama) required more motivation than other subject areas.

-One was concerned that he could only observe his cooperating teacher due to time problems.

-One student teacher wanted a seminar for next year to discuss the student teaching experience.

-One student teacher in physical education was concerned about injuries, and felt that all physical education students should have a compulsory course in sports medicine.

Interestingly, three student teachers in physical education did not have the opportunity to teach in a regular classroom and felt that they had no need to do this. Two student teachers mentioned acting as substitutes when their regular cooperating teacher was away.

2. Postive Experiences Needed

One faculty consultant's concern was the need for the student teaching experience to be useful, interesting, short and enjoyable. Based on interviews with cooperating teachers and student teachers, it appears that most student teachers did have a good experience. For example, the three cooperating teachers chosen for in-depth interviews were responsible and hard-working, had a genuine interest in their student teachers, and formed close relationships between themselves and the student teachers. Twelve cooperating teachers, during telephone interviews, explained that they took their student teacher responsibility very seriously. They tried to be friendly and helpful toward the student teacher. For the most part, the cooperating teachers were successful here because during the first set of interviews, 11 student teachers explained that they were very satisfied with their cooperating teachers. Only one student teacher was not happy with his cooperating teacher. Nine student teachers described learning about the responsibilities of a teacher and how they would handle this responsibility. During the second set of interviews, seven student teachers explained how much they enjoyed the in-school experience, and ten of them praised their cooperating teachers. According to five student teachers, their cooperating teachers helped them to overcome individual problems such as questioning properly, nervousness and asserting themselves in the classroom. Eight student teachers provided elaborate descriptions of the overall benefit of the in-school experience for them. On the other hand, one student teacher felt that the experience was of no benefit to him. Eight student teachers commented that because of the in-school experience, they were more willing to do their Phase III student teaching.

H. Evaluation

This study examined "evaluation" from two perspectives. The first perspective was the evaluation of the student teachers and their work in the course. Since the cooperating teachers were to be the sole determiners of whether the student teachers would pass or fail, an in-service was held to establish common criteria for evaluation and to develop an evaluation form. Student teachers and faculty consultants seemed to be generally in favor of having only the cooperating teachers do the evaluation, but the cooperating teachers were only luke-warm to the scheme. Cooperating teachers were also asked to comment on the best time of year and the most appropriate grade level for this practicum. They felt that any month other than September or June would be fine, but were not partial to any grade level. However, they were all opposed to holding the practicum two half days per week because of timetable problems.

The second perspective, evaluation of the objectives of the practicum, yielded very favorable results. At the end of the practicum, the majority of the cooperating teachers and student teachers felt that the five major objectives of the course were "quite" important or "very" important. They also gave high ratings to the achievement of these objectives, although these ratings were not so high as those for the importance of the objectives.

1. Improving the Course

On post-questionnaires, student teachers were asked for their opinions of the degree of importance that their student teaching experiences held for their training to become teachers. The majority of the student teachers (13 of 15) rated the student teaching experience as very important (5), with one student teacher rating it as quite important (4). Only one student teacher rated the experience as unimportant (1). He felt that he had had a very poor experience.

Student teachers were invited to give suggestions as to what they felt should be changed in their in-school experience. Only 8 of 15 student teachers made suggestions for change. There was no single suggestion which a majority of student teachers agreed with. Instead, five different suggestions emerged. These included:

-having a more continuous student teaching experience (two responses)

-being able to teach in one's own area of specialization, at least some of the time (one response)

-ensuring that the university staff check to ensure that teachers' schedules can accommodate the student teacher properly (two responses)

-receiving a detailed evaluation from the cooperating teacher, so that the student teacher can try to improve(one response)

-having more teaching or participatory activities, with less observing (two responses).

In addition to the above suggestions for change, two post-questionnaire comments received from student teachers suggested that the student teachers be able to hold a comeback session where they could discuss their experiences, problems, and successes with the rest of the student teachers. Interestingly, four student teachers said nothing should be changed. Overall, it appears that apart from minor problems for particular student teachers, the in-school experience did not require any major changes.

In addition to changes, the student teachers were asked on the post-questionnaire to list ways in which they would improve the course. Although extensive teaching of full classes was not the intent of the program, eight student teachers suggested that more teaching would improve the in-school experience. One student teacher suggested that the cooperating teacher should be more informed regarding when the student teacher should be involved in class activities. One felt the experience should be more complex. One student teacher said that "there was no way to improve it", while three did not comment.

2. Evaluating the Student Teachers

Evaluation of the in-school experience consisted of a simple pass-fail grade given to the student teacher by the cooperating teacher alone. On the post-questionnaire, both student teachers and cooperating teachers were asked who should evaluate the student teacher. The majority of the student teachers (12 of 15) agreed that the cooperating teacher should provide the evaluation for the in-school experience. Two of the three student teachers who disagreed felt that another outside person should assist with the evaluation. The remaining disagreeing student teacher was simply bitter about his experience. He commented that although his cooperating teacher was in a position to provide a grade, his cooperating teacher was incapable of evaluating him since the cooperating teacher had not allowed him to do anything. During an interview, one student teacher explained that he was not sure that he wanted someone other than his cooperating teacher to give him a grade because he would hate to have a faculty consultant come out once and see him on a bad day.

Although the majority of the student teachers felt confident about their cooperating teachers' providing their total evaluation for their student teaching experience, their cooperating teachers did not. Only 6 of 16 cooperating teachers agreed that they should provide the only grade. The majority of the cooperating teachers (10 of 16) felt that the student teachers should be evaluated by two persons, a cooperating teacher and a faculty consultant. The cooperating teachers offered several explanations for choosing two persons to evaluate the student teacher. These included:

> -The faculty consultant can be very helpful.
>
> -An outside opinion is a good idea.
>
> -This could be a safety precaution if there are problems with a cooperating teacher.
>
> -The faculty consultant can be used as a resource person for the weak or problem student.
>
> -It is important for the cooperating teacher and faculty consultant to view the student teacher independently, but to confer with each other later.

In general, then, the majority of cooperating teachers felt that a faculty consultant should be used in addition to the cooperating teacher to evaluate the student teacher. The faculty consultant could provide a second opinion and serve as a resource person, a trouble-shooter, and an aid or liason to both the student teacher and the cooperating teacher.

3. The Grading System

Opinions pertaining to the suitability of the pass-fail grade for the student teacher were sought from the cooperating teachers on the post-questionnaire. The majority of the cooperating teachers (14 of 16) felt that the pass-fail method of grading for this course was suitable. Eleven of these teachers offered reasons justifying their choice. They included the following:

-For the amount of time the student was in the school, the method was sufficient. (three responses)

-It is difficult to be more precise for this program. (two responses)

-Comments would indicate how well the student did. (two responses)

-This evaluation is not for job applications, merely an indication of potential. (one response)

-Students at this stage are to be encouraged and demand a lot of work. (one response)

-If teachers were to use grades, there wouldn't be consistency among them, since they would probably all use different scales. (one response)

One of the cooperating teachers who opposed the pass-fail method explained that his student teacher was so outstanding that a mere pass was unfair. On the other hand, during an interview, a faculty consultant disagreed with the idea of a grade, explaining that in his view the grade might become the goal and this would be unsatisfactory.

Although student teachers were not asked specifically about their satisfaction with the pass-fail method of evaluation, several student teachers during interviews commented. One student teacher said that he felt that he would get enough feedback from the evaluation sheet and his cooperating teacher to make it unnecessary for him to receive a grade for this part of the course. However, two student teachers indicated that they were unhappy with the pass-fail method. One of these wanted a grade because he felt that he had worked very hard on this part of the course and a mere pass was not good enough. On the post-questionnaire, the other student teacher complained that the pass-fail method bothered him, but he felt that it was unfair to ask his cooperating teacher to assign a grade since the cooperating teacher was not familiar with the university marking system. Personally, however, he wanted a stanine grade rather than a pass or fail grade.

4. The Evaluation Form

A major concern to the developers of the experimental course was the type of evaluation form best suited for it. Because of this concern, the entire second in-service was devoted to the topic of evaluation. The final evaluation form used for Ed.Pra. 252 was derived from this in-service. Cooperating teachers were asked to form small groups, were presented with and asked to discuss a variety of different types of evaluation forms, and, finally, were asked to make written and verbal recommendations to the larger group. The instructor of the course analyzed these recommendations and developed the Phase II evaluation form based on these recommendations. This form is reproduced in Appendix G. Four cooperating teachers commented over the telephone that they felt that they had received good information, that they enjoyed the in-service on evaluation, and one of these stated that he thought that there would be more consistency among the teachers in evaluating. This, of course, was the intent of the in-service.

At the end of the program, cooperating teachers were asked to select the type of evaluation form best suited to evaluate the student teacher. Post-questionnaire results showed that the majority of the cooperating teachers (14 of 16) preferred an evaluation form which included a check-list with ratings (for example, varying from unsuccessful to excellent), space for written comments and a general overall pass-fail grade. One cooperating teacher felt that a form including written comments and a pass-fail evaluation was the most suitable while another preferred a marking system offering a range of marks or grades, but not the stanine system. However, in general the majority of the cooperating teachers agreed that the most suitable evaluation form for Ed.Pra. 252 was the one that they developed.

The type of evaluation form preferred by the cooperating teachers was identical to that type suggested by the Assistant Dean of Practicum. Based on research by the Division of Field Experiences, he felt that the type of student teaching evaluation form that most teachers agreed upon should include a qualitative comment combined with a numerical rating and a clear differentiation between an employment reference form and a form used to provide a grade in a university course. Although he felt that the Ed.Pra. 252 evaluation form was good, he noted that the category for knowledge of subject matter was omitted, but also added that it might not be as appropriate for the Phase II form as it might be for other student teaching evaluation forms. (The student teachers would be in their second year and would not have had much background.) On the final section of the evaluation form, four cooperating teachers commented on the student teachers' background knowledge, describing it either as a strength or a weakness of the student teacher, suggesting that those who wanted to could also cover this area.

5. Other Concerns

Two important concerns regarding evaluation of the student teacher were expressed by cooperating teachers. During interviews, two cooperating teachers suggested that the student teachers must know how they are to be evaluated and what their cooperating teachers expected from them. Of course, knowing what is expected for evaluation is a legitimate concern for any course taken. Another concern emerged from the post-questionnaire data regarding the type of evaluation form to be used. One cooperating teacher commented that there should be a separate evaluation form to be used after the observation phase of the course. This same point was also raised by two cooperating teachers during two face-to-face interviews. It is interesting to note that the evaluation form used evaluated teaching, but did not evaluate either observing or teacher assistance type of activities. With this in mind, an appropriate form could be designed for use in the early part of the practicum.

6. Problems in Evaluating the Student Teachers

Three problems with evaluation of the student teachers became evident towards the end of the program. The first concerns the role of the faculty consultant, the second concerns the selection of cooperating teachers, and the third concerns the quality of cooperating teacher evaluations.

a. Role of the Faculty Consultant. Many student teaching programs involve a faculty consultant who functions as an evaluator, as a trouble-shooter, as a resource person, and as a mediator between cooperating and student teachers. However, for Ed.Pra. 252, the pilot course, there was to be a faculty consultant, but he was not to serve in an evaluative role or liason role. He was sent simply to observe the course in operation. Although the cooperating teachers had been informed of this at in-services, during telephone interviews 13 of 16 said that they understood that the faculty consultant would serve either in an evaluative and/or liason and/or resource capacity. According to the post-questionnaire, the six cooperating teachers who selected the teacher only as the evaluator commented that the faculty consultant had either been out to the school just once or that he had not been out at all. Apparently the cooperating teachers did not fully understand the role of the faculty consultant for Ed.Pra. 252. The reason may have been, as one teacher explained, "so much information was given to us at that first meeting that we may have been told about the faculty consultant, but can't remember." Two student teachers' comments suggest that they, too, were confused regarding the role of the faculty consultant. For example, one student teacher said, "I do not feel that the student teachers were very well informed about their faculty advisors. We don't even know what they're for." Thus, it appears that neither cooperating teachers nor student teachers were aware of the role of the faculty consultant for Ed.Pra. 252.

Analysis of post-questionnaire data indicated very strongly that the majority of the cooperating teachers wished to have two individuals, the cooperating teacher and the faculty consultant, evaluate the student teacher. However, at the fourth in-service, immediately after the cooperating teachers had completed the post-questionnaire, they were asked if under the current circumstances (where there were too many student teachers from the Phase II courses and too few university personnel to assign one for every student teacher) they would be able to be mainly responsible for the evaluation. At this time all of the cooperating teachers agreed that under these circumstances they could do the evaluation. However, after discussing the role of the faculty consultant during telephone interviews held following this in-service, the cooperating teachers appeared rather undecided; for example, seven cooperating teachers mentioned that there was no need for a faculty consultant this year, but one person said there was a need. Five cooperating teachers felt there would be no need for a faculty consultant the following year, but four felt that there would be. One cooperating teacher suggested that the faculty consultant was perhaps not needed in an evaluative capacity, but would serve in another capacity, such as being a resource person and/or a trouble-shooter. Another cooperating teacher and one faculty consultant suggested that one faculty consultant could be assigned to a larger number of student teachers. In addition to this, it was also suggested by this same faculty consultant that the faculty consultant could be responsible for:

-acting as a liason between the school and university

-solving student teacher and cooperating teacher problems

-instructing the Ed. CI course

-visiting student teachers and giving them advice

-holding comeback seminars to discuss student teacher problems

-conducting in-services

-coordinating the course.

b. Cooperating Teacher Selection. Faculty consultants recognized that the selection of properly trained, competent cooperating teachers can be a problem. For example, from a prior experience one faculty consultant described a situation in which the cooperating teachers did not have senior university course work in the subject area they were teaching. Consequently, the faculty consultant for this subject area had to spend a great deal of time explaining to the cooperating teachers how to evaluate the student teacher properly. Another example, offered by a different faculty consultant from his own experience, described a situation where a cooperating teacher simply turned the student teacher loose in the classroom without any guidance whatsoever. Cooperating teachers who do not wish to cooperate with the University should not be used. For example, the Assistant Dean of Practicum related an incident where one cooperating teacher, in a different practicum, did not like the evaluation form that was to be used and did not complete it. Another example of an uncooperative teacher comes from the Phase II program. On the post-questionnaire, a cooperating teacher commented that he did not want in-services to be continued because he felt that university staff should visit him personally and explain everything which was necessary. Although it would be desirable to avoid such cooperating teachers, conditions do not always allow selection. For example, the Assistant Dean of Practicum says, "At this time, there is no rigorous scheme for screening teachers, and if the program doesn't have enough teachers participating, then a screening device would be meaningless."

c. Quality of Student Teacher Evaluations. The problem of consistency among cooperating teacher evaluations was recognized by the developers of the course. They tried to overcome this by holding an in-service dealing entirely with evaluation. In spite of this effort, several inconsistencies in evaluations occurred. These included:

-One student teacher received comments which were almost entirely negative, but the majority of the cooperating teachers' remarks on the evaluation forms were positive.

-One physical education cooperating teacher did not rate the student teacher in the lesson planning section, merely commenting that it was not applicable.

-One student teacher felt that his cooperating teacher had not observed him teaching enough to even give him an evaluation. He received an overall above average rating for his student teaching.

-The student teacher who had the lowest grade (4) in the Ed.CI course was basically lazy and was absent often, but he scored the second highest of 16 of his classmates with his student teaching (4 excellent ratings and 3 above average ratings).

The above inconsistencies suggest that more instruction regarding proper and fair completion of the student teaching evaluation forms is very necessary. One suggestion made by the Assistant Dean of Practicum was that perhaps the cooperating teachers could agree on some definition of what constitutes a rating of excellence.

7. General Evaluation of Ed.Pra. 252

Comments volunteered by eight cooperating teachers during telephone interviews held at the beginning of the program indicated very strongly that as a group they felt that Ed.Pra. 252 was very worthwhile. Typical statements include: "The program is great" and "The program provides a good acceptance to teaching." The cooperating teachers at this time--early in the course--appeared to be satisfied and held a very optimistic attitude towards the course. By the end of the program according to face-to-face interviews and post-questionnaire comments, cooperating teachers felt (again quite strongly) that the Ed.Pra. 252 was worthwhile. At this time faculty consultants reported during interviews (face-to-face and telephone) that the cooperating teachers and student teachers appeared to accept the program well. As a group, they also felt that Ed.Pra. 252 was a valuable course.

Student teachers were asked on the post-questionnaire "Would you recommend that all secondary education students take Ed. Pra. 252 prior to their major student teaching round?" The response here was 100 percent, "Yes." In addition to this, they were asked, "Do you feel more confident about doing your professional term of student teaching as a result of this course?" Fourteen student teachers responded with a definite "Yes" and one person responded with "No." It is quite clear that, in spite of many complaints voiced during the practicum, the student teachers felt that all secondary education student teachers should take Ed.Pra. 252, and that this experience helped them feel more confident regarding their next term of student teaching.

8. Evaluation of the Objectives

. The Phase II committee formulated five objectives and included them in the introductory portion of the manual. Student teachers and cooperating teachers were asked on the post-questionnaire to rate the objectives according to their importance and according to their achievement in the course.

a. Degree of Importance of the Objectives. Inspection of Table 15 shows that both cooperating teachers and student teachers generally rated all five of the objectives as either "quite important" or "very important." Over 80 percent of the responses generally fell into one of these two categories. One slight deviation was that 7 cooperating teachers felt that "reflections upon assumptions and beliefs about learning" (objective number five) was merely "important," giving this objective the lowest average weighting by cooperating teachers. Another interesting point was that cooperating teachers tended to value the "graduated experience," objective number three, more highly than student teachers did, giving this objective the highest average weighting for the cooperating teachers, but not for the student teachers.

Both cooperating teachers and student teachers, then, rated the objectives highly, giving them consistently high ratings suggesting that both groups felt the program was setting out to do the right things.

TABLE 15

Post-questionnaire Ratings of the Degree of Importance of the Objectives
by Student Teachers and Cooperating Teachers
(1 = Not Important; 5 = Very Important)

Objective	Group	n	Ratings									
			1		2		3		4		5	
			n	%	n	%	n	%	n	%	n	%
Integration of theory and practice	ST	15	0	0	0	0	2	(13)	7	(47)	6	(40)
	CT	15	0	0	0	0	1	(7)	8	(53)	6	(40)
Specific skills and techniques	ST	15	0	0	0	0	2	(13)	5	(33)	8	(53)
	CT	15	0	0	0	0	2	(13)	5	(33)	8	(53)
Gradual introduction to teaching	ST	15	0	0	0	0	2	(13)	7	(47)	6	(40)
	CT	16	0	0	0	0	0	(0)	6	(37.5)	10	(63)
Pedagogical styles	ST	15	0	0	0	0	1	(7)	10	(67)	4	(27)
	CT	13	0	0	1	7	2	(14)	8	(57)	3	(21)
Reflection upon assumptions and beliefs	ST	15	0	0	0	0	3	(20)	5	(33)	7	(47)
	CT	15	0	0	0	0	7	(47)	6	(40)	2	(13)

ST = Student teachers; CT = Cooperating teachers

b. Degree of Achievement of the Objectives. The majority of both groups agreed that all the objectives were achieved to a fairly high degree, although they were not rated as highly achieved as they were rated highly important. The perceived achievement of the objectives by both groups was rated somewhat less than the importance assumed by the groups. For example, inspection of Table 16 shows that between 70 and 90 percent of the degree of achievement ratings for almost all of the objectives fell into categories achieved (3), mostly achieved (4), and fully achieved (5), whereas nearly 100 percent of the ratings of the importance of the objectives fell into categories important (3), quite important (4), and very important (5). An additional contrast is observed when the lower ratings of the objectives are compared. For example, several of the ratings from both student teachers and cooperating teachers for the degree of achievement fell into the lower categories of not achieved (1) and partially achieved (2), while only one objective was rated as merely important (3) by both groups. Therefore, it appears that by the end of the course, student teachers and cooperating teachers rated the objectives as very worthwhile and important, but rated the degree of achievement of the objectives to a more moderate degree.

Although the majority of both groups felt that most of the objectives had been moderately achieved or better, several objectives were viewed as being achieved to a lesser

TABLE 16

Post-questionnaire Ratings of the Degree of Achievement of the Objectives by Student Teachers and Cooperating Teachers
(1 = Not Achieved; 5 = Fully Achieved)

Objective	Group	n	Ratings 1		2		3		4		5	
			n	%	n	%	n	%	n	%	n	%
Integration of theory and practice	ST	15	1	(7)	2	(13)	5	(33)	4	(27)	3	(20)
	CT	14	1	(7)	2	(14)	3	(21)	8	(57)	0	(0)
Specific skills and techniques	ST	15	2	(13)	1	(7)	4	(27)	6	(40)	2	(13)
	CT	14	1	(7)	1	(7)	4	(29)	5	(36)	3	(21)
Gradual introduction to teaching	ST	15	1	(7)	1	(7)	6	(40)	4	(27)	3	(20)
	CT	16	0	(0)	1	(6)	2	(13)	8	(50)	5	(31)
Pedagogical styles	ST	15	3	(20)	1	(7)	5	(33)	6	(40)	0	(0)
	CT	12	1	(8)	4	(33)	4	(33)	3	(25)	0	(0)
Reflection upon assumptions and beliefs	ST	15	3	(20)	1	(7)	4	(27)	4	(27)	3	(20)
	CT	13	2	(15)	2	(15)	8	(62)	1	(8)	0	(0)

ST = Student teachers; CT = Cooperating teachers degree than others. For example, 27 percent of the student teachers and 41 percent of the cooperating teachers rated objective number four, which dealt with pedagogical styles and techniques of teaching which were to be examined, as not achieved (1) and partially achieved (2). In addition, this objective had the highest number of ratings from both groups of not achieved or partially achieved. Furthermore, it was the only objective which did not receive any ratings of fully achieved from either group. Cooperating teacher response (12 of 16) was the poorest for this objective. All this, of course, suggests that if this objective is retained, then the future course should concentrate on achieving it through better methods of teaching or decide on the degree of achievement which would be more realistic and acceptable for this course.

Objective number five, which stated that the student teacher should have "the opportunity to reflect...," was the objective rated the next lowest in degree of achievement. Table 16 shows that 27 percent of the student teachers and 30 percent of the cooperating teachers rated this objective as not achieved (2), with only 20 percent of the student teachers rating it as fully achieved and no cooperating teachers rating it as fully achieved. Perhaps this suggests that future student teachers should be provided with more opportunity to reflect upon their learning experiences. It may also be that objective number five is a bit premature.

According to Table 16, the most highly achieved objective was number three, which stated that the student teachers should have a graduated and gradual introduction to teaching. This objective had the highest number of fully achieved ratings by both groups. Eighty-seven percent of the student teachers and 94 percent of the cooperating teachers rated this objective as achieved (3), mostly achieved (4), or fully achieved (5). However, it is very interesting to note that 40 percent of the student teachers rated it merely as achieved (3) and 50 percent of the cooperating teachers rated it as mostly achieved (4). As well, it is interesting that 47 percent of the student teachers rated objective number three as mostly (4) or fully achieved (5), compared to 81 percent of the cooperating teachers. It appears, then, that the cooperating teachers were more confident than the student teachers that this objective had been achieved to a high degree.

Since previous results indicate that both groups felt that the objectives are important, then a re-examination of the objectives does not seem to be necessary. Instead, it appears that the experience should be improved to meet these objectives more fully. Alterations in the course should occur to ensure that all the student teachers are having these types of experiences.

Cooperating teachers were asked specifically to add objectives not included in the list provided on the post-questionnaire. No one suggested new objectives, but a few elaborated on or clarified existing ones; for example, one suggested "the identification of basic skills through observation or checklists" and one suggested omitting the wording "as well as social professional interaction" from objective number two. One cooperating teacher suggested that "The student teachers should be able, have the time, and be encouraged to participate in non-academic aspects of school life." Although this may not have been obvious from the objectives, this topic certainly was discussed at the Ed.CI class.

I. Optimum Conditions for Ed.Pra. 252

On the post-questionnaire, cooperating teachers only were asked three questions regarding the ideal conditions for conducting the Ed.Pra. 252 practicum. The first dealt with the best time to hold the Phase II student teaching experience; the second asked the most suitable grade level; and the third examined full-day or half-day attendance.

The majority of the cooperating teachers (13 of 16) felt that the best time would be sometime after September, between October and March. The most often suggested reason among the 11 offered was that September and June are very busy months for cooperating teachers. At these times, they feel too busy and disorganized to assist the student teacher properly. It is interesting to note that two cooperating teachers who suggested September as the best month gave the same reason as those cooperating teachers who suggested holding it later in the school year. These latter two cooperating teachers felt that student teachers should be involved in the very busy, confusing, initial stages of school opening. One cooperating teacher felt that the student teaching experience could be held "anytime, as long as advanced notice is given to the schools so units may be adjusted if it needs to be for the student teacher." It is interesting to note that no cooperating teacher selected May or June as the best time.

The second question dealt with the most suitable level, either junior or senior high, for the student teachers' first student teaching experience. A small majority (9 of 16) opted for the junior high level, one cooperating teacher opted for the senior high level, and six cooperating teachers felt either would be fine. Since the majority of the cooperating teachers were junior high school teachers (15 of 16), one might have expected them to choose the level at which they taught. However, they did not.

The final question concerned student teacher attendance on a daily or half-day basis. The majority of the cooperating teachers (14 of 16) selected full day attendance, for four weeks, (total length of practicum, 20 days). One cooperating teacher chose two full days a week, for 10 weeks. None opted for the current system of two half days.

J. Summary

Pre-questionnaire response revealed that both student teachers and cooperating teachers tended to feel that the largest percentages of the student teacher's time should be spent teaching (approximately 44 percent) and discussing (approximately 25 percent). By the end of the course, both groups still felt that the largest percentage of time should be spent teaching, approximately 40 percent. However, observing replaced discussing as the next most time-consuming activity. Both groups felt that approximately 25 percent of the time should be spent observing and 18 percent of the time should be spent discussing.

The analysis of the activity sheets revealed that, in general, the average amounts of time spent engaged in the in-school activities for the final three weeks of the practicum was very similar to the pre- and post-estimated ideal percentages reported by the cooperating teachers and student teachers. It is apparent that the student teachers and cooperating teachers, both prior to the experimental program and at the end, had a fairly accurate opinion of the ideal amount of time which should be spent on various activities.

Activity sheets kept by the student teachers were collected on a weekly basis. Because of this, it was possible to observe the fluctuations in the time spent for each activity over the 11-week practicum. The most interesting trend showed that the amount of time spent observing was the greatest in the beginning, and tapered off towards the end of the experience. The opposite effect was observed for teaching. In the beginning, student teachers spent much less time teaching compared to the end of the term. These results reveal that the majority of the student teachers were having a graduated experience.

Pre-questionnaire response revealed that the student teachers were very enthusiastic about learning a great number of different teaching skills. The majority reported learning teaching strategies from both the in-school experience and the Ed.CI class. Although lesson planning was reported learned primarily from the Ed.CI class, the majority of all other skills reported learned were learned from the in-school experience.

The majority of the cooperating teachers reported differences between student teachers from the Phase II program and student teachers from the conventional programs. The most important difference reported was that the student teacher from the Phase II program attended far less time at the school, compared to a student teacher from conventional programs. Several cooperating teachers suggested that because of this difference in time, the student teacher was neither able to teach continuously nor was he able to feel as comfortable with the pupils. However, as one faculty consultant suggested, there may be little one could do to change these conditions.

Four common concerns with the in-school experience included:

- -the short amount of time the student teachers spent at the school
- -the understanding of the course's aims
- -the gradual introduction to teaching
- -the need for the student teacher to be involved in a variety of non-teaching activities.

In addition to these common concerns, each group had its own discrete concerns which did not overlap. An initial primary concern of the student teachers was the cooperating teacher with whom they would have to work. Final concerns dealt mainly with different aspects of evaluation.

Student teachers and cooperating teachers expressed some very positive opinions regarding the in-school experience. The majority of the student teachers reported during both sets of interviews, however, more strongly in the first set, how very satisfied they were with their in-school experience and their cooperating teacher. Cooperating teachers, in general, described a number of benefits for the student teacher from this type of program.

The majority of the student teachers appeared to be satisfied with the evaluation of the in-school experience which was done solely by the cooperating teachers. The majority of the cooperating teachers, on the other hand, preferred another person (a faculty consultant) to assist with the evaluation of the student teacher. The cooperating teachers, in general, had been confused about what the role of the faculty consultant was for the experimental program. Apparently, most thought he would act as an evaluative person or as an assisting person, but his role in Ed.Pra. 252 was strictly that of an observer.

The majority of the cooperating teachers were very much in favor of the pass-fail evaluation and the evaluation form itself. The form included the pass-fail grade, a checklist of various teaching qualities with ratings and space for comments and specific strengths and weaknesses.

Five concerns regarding evaluation were identified. Two of the most important ones dealt with the selection of the cooperating teachers and the quality of the cooperating teacher evaluations. The quality of the cooperating teacher evaluations, in general, was inconsistent suggesting that cooperating teachers require more help from the university regarding how to do this task properly and more fairly.

The objectives of the program were considered to be very important by both groups, hence, they were rated relatively and equally highly in importance. However,the achievement of the objectives was not rated as highly as the importance of the objectives was. In general, both groups felt that all the objectives were achieved to a moderate degree. The lowest achieved objective dealt with the development of pedagogical style and techniques. The most highly achieved objective was the gradual introduction to teaching.

Cooperating teachers were ambivalent as to the level at which they wanted the student teacher to have his first student teaching experience: either junior or senior high level was fine. The majority of cooperating teachers felt that the student teachers should attend, if possible, full days for four weeks. The majority also felt that they wanted the student teaching experience to occur between October and March because they felt that the beginning months were too busy, and consequently, they could not spend an adequate amount of time with the student teacher.

VI. THE ED.CI SECTION OF THE COURSE

Data collected from student teachers, cooperating teachers and faculty consultants indicated that, in general, all three groups approved of the majority of the topics covered in the Ed.CI portion of the program. Each separate group, however, had some reservations. For example, by the end of the course, the student teachers felt that the topic "Evaluating Students" was of less importance to them, and cooperating teachers felt that "Peer Teaching" was less important. Both groups saw little importance in this course for provincial curriculum guides. The remaining topics, however, were generally well accepted by both student teachers and cooperating teachers. Faculty consultants, according to a survey[10] done by Spitz (1978)--one of the instructors of the Ed.Pra. 251 course--felt that some topics, such as "What Teaching Is" and "Communication in the School and Community" were premature. They also had minor reservations regarding instructional techniques, evaluation, and lesson planning. However, as a group they tended to be in favor of all the topics suggested as curriculum for the Ed.Pra. 252 course.

Student teachers reported some dissatisfaction with the course, but most of the problems appeared to be the result of a lack of interest or effort by the student teachers. For example, the majority of the student teachers had read very little of their textbooks or handouts. Attendance at the three-hour lectures was poor,and this was compounded by student teachers frequently arriving late.

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[10] Results of this survey are found in Chapter II, Related Research, because the study was done by another investigator.

Three problems which student teachers generally stressed were the large amount of material to be covered in the course, the length of the lecture, and the need for more discussion. On the other hand, almost all of the student teachers felt that the evaluation was fair and reasonable.

A. Ed.CI 252 Curriculum

In general, cooperating teachers, student teachers and faculty consultants approved of the presented Ed.CI topics in the experimental program. However, as will be noted below, minor reservations were expressed about a few topics by each group.

1. Student Teacher and Cooperating Teacher Acceptance of the Course Topics

Pre- and post-questionnaires asked student teachers and cooperating teachers to rate various topics presented in the Ed.CI part of the experimental program. They were asked to rate the topics according to their degree of importance, on a scale of one to five (not important to very important). This rating was based on how important the participants deemed the topics to be for the student teachers' in-school experience. The investigator used the criterion that, if the topic received 12 or more ratings of either 3, 4, or 5[11] then the topic was considered important enough to be included in the Ed.CI part of the course.[12]

TABLE 17

The Combined Ratings (3, 4, and 5) of Ed.CI Course Topic Importance by Student Teachers and Cooperating Teachers on the Pre- and Post-questionnaires*

Topics	Student Teachers Pre	Student Teachers Post	Cooperating Teachers Pre	Cooperating Teachers Post
What teaching is	15	11	13	13
Classroom management	15	15	15	16
Communication	15	14	15	15
Discipline	15	15	15	16
Instructional strat.	15	12	15	16
Questioning techniques	14	14	15	16
Instructional planning	15	15	15	15
Instr. objectives	15	15	14	16
Lesson plans	15	15	12	15
Lesson presentation	14	15	13	16
Evaluation	14	8	12	13
Peer teaching	12	12	6	9
Self-evaluation**		13		16
Curriculum guides		6		8
Explaining		15		16
Motivating		15		16

*Appendix H contains a summary of the responses to each question. Student teacher n=15; Cooperating teacher (pre) n=15, (post) n=16. **The final four topics appeared on the post-questionnaires but not the pre-questionnaires.

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[11] Using only ratings of four or five yielded a profile very similar to the one using ratings of three or higher. No appreciable differences were observed.

[12] Although the number of cooperating teachers differed from pre (15) to post (16), the investigator retained the criterion of 12 ratings as being an adequate number for including a topic in the course content.

Table 17 shows that the student teachers and the cooperating teachers agreed very closely with each other on the pre-questionnaire, indicating that, in general, both groups initially felt that almost all of the topics to be presented in the Ed.CI part of the program were important. A large majority (12 or more) of the student teachers rated all of the suggested topics as important (3 or higher). A large majority of the cooperating teachers (12 or more) rated all but one of the suggested topics as important (3 or higher). Only six cooperating teachers rated the topic "Peer Teaching" as important (3 or higher), while an equal number rated it as less important (1 or 2). Three cooperating teachers did not respond. Both student teachers and cooperating teachers agreed on the pre-questionnaire that almost all of the topics would make necessary contributions to the student teachers' growth. Only peer teaching received less than a positive response from one of the two groups, the cooperating teachers.

Response to the post-questionnaire was very similar for both groups to those on the pre-questionnaire. Student teachers rated 13 of 16 topics, and cooperating teachers 14 of 16 topics as important (3 or higher). Only six student teachers and eight cooperating teachers rated the topic "Provincial Curriculum Guides" (a topic not appearing on the pre-questionnaire but included on the post-questionnaire) as important (three or higher). It may be that since the cooperating teacher planned everything for the student teacher, the latter did not need to be familiar with the curriculum guide in this course. In addition, on the post-questionnaire, as Table 17 shows, only 11 student teachers rated the topic "What Teaching Is," and only 8 rated "Assessing and Evaluating Students Including Evaluative Techniques, Record Keeping, and Reporting" as important, a substantial decrease from pre to post for the latter. It may be that there was not enough time to evaluate students. However, the topic "What Teaching Is" appears to be borderline, receiving 11 ratings of 3 or higher. In addition to this, it received 15 ratings of three or higher from student teachers on the pre-questionnaire. On both the pre- and post-questionnaire, cooperating teachers rated the topic "Peer Teaching" as less important. However, nine rated it as important on the post-questionnaire compared to six on the pre-questionnaire. In summary, by the end of the course, both student teachers and cooperating teachers rated the following 12 topics important enough to be included as curriculum of the Ed.CI course:

-Classroom Management

-Interpersonal Communication and Group Processes

-Maintaining Discipline

-Instructional Techniques and Strategies

-Questioning Strategies and Techniques

-Curriculum Planning, which included:

a. Instructional Planning,
b. Instructional Objectives,
c. Components of a Lesson Plan and

d. Lesson Presentation

-Self-evaluation

-The Skill of Explaining

-The Skill of Motivating

However, student teachers did not appear to recommend the topics "Provincial Curriculum Guides," "What Teaching Is," and "Assessing and Evaluating Students." Cooperating teachers were not strongly in favor of the topics "Provincial Curriculum Guides" and "Peer Teaching." At the end of the course, a large majority of both groups agreed that 12 of 16 topics covered were important for the Ed.CI curriculum: It is interesting to note that, on the pre-questionnaire, almost every student teacher rated almost every topic as 3, 4, or 5. At least 14 of 15 student teachers gave this ranking to 11 of the 12 topics, with unanimous agreement on 8 of the topics. This might be expected from student teachers with no experience. They tended to rate all the topics as important. However, even following the school experience, 8 of the 12 topics were rated as 3, 4 or 5, by 14 or more of the student teachers. As noted above, only the topics "What Teaching Is," "Instructional Techniques and Strategies," and "Assessing and Evaluating Students" drew appreciably fewer responses in the three, four and five range. Fluctuations between the pre- and post-ratings of three or higher for cooperating teachers was also very small for the 12 topics. For example, 12 or more of the 15 cooperating teachers rated 11 of the 12 topics on the post-questionnaire as a 3 or higher, with unanimous agreement on 6 of the topics. Post-questionnaire results were even more favourable: 11 of the 12 topics were rated as a 3 or higher by 13 or more of 16 cooperating teachers with unanimous agreement on 6 topics. The only topic receiving appreciably fewer ratings from the cooperating teachers on both the pre- and post-questionnaire was "Peer Teaching."

a. Student Teacher Comments Regarding Specific Course Topics. Although fewer comments were offered during student teacher interviews than on the questionnaires, those that were offered showed that the student teachers in general approved of most of the topics. Their comments also suggested that knowledge of these topics was beneficial. For example, five student teachers described lesson planning as helpful and useful, two described the communication section as interesting and helpful, and two described discipline as worth knowing about. Topics which included questioning techniques, motivation, field trips and observing were described as helpful and worthwhile. The small amount of negative opinion included: "the topic of discipline was not clear" (one comment); the topic "What Teaching Is," was considered of little value (one comment); and one student teacher did not like the topic on taxonomy. Although a large number of specific topics presented at the lecture were not mentioned by interviewees, the ones which were mentioned generally drew very positive responses.

In addition to the above comments regarding specific topics, more information regarding two specific instructional skills and peer teaching was sought on the post-questionnaires.

b. Skill of Reinforcing and the Skill of Variablility. On the post-questionnaire, student teachers were asked if they felt that more topics such as the skill of reinforcing or the skill of variability should have been taught. The student teachers were almost equally divided on this question, with six saying "yes" and five "no." Four student teachers did not respond. Most of the student teachers who answered "yes" suggested that knowledge of different strategies would have been helpful. Comments from student teachers responding in the negative included: "the class had covered the topics pretty well" and "this topic could be combined with another topic."

c. Peer Teaching. Pre- and post-questionnaire data discussed above indicated that the cooperating teachers did not view "Peer Teaching" as a very important topic. The student teachers, however, felt strongly that the peer teaching was very important. Additional data from student teacher post-questionnaires and interviews support this. For example, regarding "Peer Teaching," 19 student teacher comments from the first set of interviews and six from the second were favorable. They described peer teaching as helpful, worthwhile and enjoyable. Reasons for this included:

-It helps to gain confidence.

-One can analyze one's own teaching.

-It gives good feedback.

-It is a good way to break into teaching.

-You can learn a lot.

-It benefits a person to get up and try it.

-It is non-threatening.

-You can analyze your own teaching and improve upon it.

Five negative comments were also received, two from the second set of interviews and three from the first. These negative comments included:

-Peer teaching is important but not interesting.

-Other methods could have achieved what peer teaching achieved.

-It is time-consuming.

-It is faky and false after teaching real students, and does not need background in order to teach.

However, based on the majority of the comments, student teachers seemed to be very pleased with peer teaching in the Ed.CI course and felt that it was important to their training. As mentioned earlier, post-questionnaire data also substantiated this.

The post-questionnaire also asked the student teachers if the course should include more peer teaching and to explain. The majority, 11 (73 percent), felt that more peer teaching should be included. Most explained that they felt that the experience was very beneficial. The major reason given for this was that they felt that they would be able to attempt various instructional techniques, and, consequently, be able to analyze this teaching for the purpose of improvement. On the other hand, student teachers offered reasons for not including more peer teaching in the course:

-Enough micro-teaching had been done.

-The experience was good but not important.

-Writing up lesson plans and teaching at the school was sufficient. It is hard to teach peers.

-The peer teaching was not interesting and not worth a grade.

B. Problems and Concerns of Class Participants

Two sets of informal interviews with student teachers yielded approximately 60 comments which in general were very critical and very negative about the Ed.CI portion of the program. Only one student teacher felt that there were no changes needed to be made to the Ed.CI portion. The majority of the complaints centered around the material presented, the manner in which it was presented, and discussion of the material. For example, a large number of student teachers (eight) suggested that there was far too much material to be presented properly. Three complained that there was some overlap or duplication of material from Ed.Pra. 251. Four student teachers described the material as not practical, overdone, useless and general.

A number of comments by student teachers involved the presentation of the material, rather than the content of the course. For example, three student teachers said they did not like the lecture. One student teacher suggested that the lecture should be more structured and definitive. Another suggested bringing in a guest lecturer from the Alberta Teachers Association. Several student teachers also criticized the aids (such as films) used by the instructor as being useless, repetitive, outdated, overworked, elementary and ridiculous. However, in contrast to these remarks, two student teachers felt that the films were good. One student teacher felt that the instructor was unreasonable, and complained of being treated like junior high school students. Two student teachers indicated that they knew what was best for them regarding necessary background. One felt that he could simply read the handouts and then lesson plans would come naturally. He said that there would be little need for the Ed.CI part of the course. Another thought he could do his student teaching almost without any background in methods. Two student teachers felt that there had been unfair handling of two evaluation problems. Another student teacher said he "would not recommend any fourth year student to take this course." One student teacher admitted missing one three-hour Ed. CI class, in order to study for a midterm.

The majority of the student teachers were also unhappy with class discussions. A large number of student teachers (13) wanted more discussions, especially of their in-school experiences. One student teacher said that listening for three hours was no good, and another commented that working in groups was a lot better. Three student teachers criticized the instructor for cutting off a discussion too soon; on the other hand, two others said that too much time was spent on in-depth discussions.

C. Problems with Class Length and Attendance

Two serious problems with the Ed.CI class were revealed during the early interviews with student teachers. These were the length of the class and attendance at the class. Because of this, student teacher opinion regarding these problems was sought on the post-questionnaire.

1. The Length of the Lecture

During the first set of interviews, the majority of the student teachers complained that the three-hour class was too long. Although fewer student teachers specifically mentioned the same problem during the second set of interviews, the long class was still considered a problem and source of discontent. In total for the two interview sessions, 18 comments by student teachers indicated that the lecture was too long. Three student teachers, however, were not quite so unhappy about it since they felt that they knew before they began the course that a three-hour class would be "boring." Four student teachers felt that just listening for three hours was too much and that their minds were not capable of taking in so much. One of these student teachers said that he tried to listen, but after a while he could not. Student teachers attempted to suggest reasons why the lecture was too long, and offered suggestions on how to improve the situation. Seven student teachers suggested that the lecture seemed to be too long because the material was repetitious. They suggested that the material be reduced or condensed. Two student teachers suggested holding one two-hour class, once a week, and two others suggested holding two one and one-half hour classes, twice a week, instead of the single three-hour class. Other solutions to the problem of the long three-hour class included:

-addition of more material
-include more peer teaching
-expand the material
-have two instructors.

Fourteen of 15 student teachers responded to the post-questionnaire regarding the ideal timetabling of the university class. Only one person felt that a three-hour class once a week was ideal. A small majority (8 of 14) chose two one-hour and twenty minute classes per week. Three student teachers opted for three separate one-hour classes per week, one wanted a one-hour lecture with a two-hour lab, and one wanted two one-hour classes per week.

2. Attendance

As was mentioned previously, attendance at the university class was a problem. Early in the term, a number of student teachers were absent from each session, and as the year progressed, more were absent more often. During interviews, five student teachers mentioned the problem of attendance. Four of these were unhappy and concerned about it. They observed that often four or five student teachers were away. In addition to this, the investigator noticed (because she went to the beginning of every class to collect the activity sheets) that many student teachers were often late. Consequently, the class often started late. Although several student teachers were concerned about attendance, one in particular was not. He bragged that he had missed at least three classes, and his reasons included the following:

1. he played hockey out of town,
2. he had his teeth fixed, and
3. he found something more interesting to do like playing raquetball. However, regardless of the reasons, attendance was a problem, one which was not solved by the end of the course.

The investigator thought that compulsory attendance might help solve the problem. However, post-questionnaire data showed that the majority of the student teachers (approximately 75 percent) were strongly against compulsory attendance. The reason student teachers most often suggested for a non-compulsory attendance policy was the idea of the free democratic right. They said that since they were paying for their education, it was their prerogative to attend. One student teacher commented that "you can't force a person to learn" and that "the good students would attend." Three other student teachers suggested that those who did not attend would lose out on their grades as a natural consequence of non-attendance and that those students who attend would benefit. Three student teachers suggested that there was nothing to learn at class, that one should not have to learn material already learned from another course, and that the lectures were not that beneficial and were too long. The two student teachers who opted for compulsory attendance felt that more participatory activities such as discussion and peer teaching should be part of the course, if attendance were compulsory. One student teacher was undecided. He admitted that there were student teachers who missed class for genuine reasons but that there were also those who just took advantage and missed all the time.

D. Student Teachers' Suggestions for Improving the Class

Although student teachers complained a great deal about the university class, when they were asked on the post-questionnaire how to improve it, four student teachers (25 percent) did not respond. The way to improve the course that was suggested most often (four times) was to include more discussion in class. Three student teachers wanted more peer teaching. The remaining isolated suggestions for improving the Ed.CI section included:

- shorten classes
- have a more in-depth study of discipline and management
- have more utilization of skills taught within class to practise and improve upon practical experiences should be part of the class

-hold a one-hour lecture and two-hour peer teaching lab.

As was mentioned above, in the analysis and discussion of the Ed.CI topics, a large majority of student teachers said that they wanted more discussion, especially about their in-school experiences.

Several other post-questionnaire comments were volunteered by the student teachers, and included:

-small university classes are far better than large; kids through year feel easier in discussing

-discipline should be dealt with in depth

-interaction with students seems skimmed over

-university course too long, covered too much material too quickly

-not enough discussion.

E. Teaching Skills Learned from the Ed.CI Course

Although the previous section suggested that the student teachers had a large number of complaints about the course, they indicated on the post-questionnaire that they had learned some teaching skills from this part of the course. Seventy percent of the respondents (two student teachers did not respond) listed lesson planning most often as the classroom skill learned from the university class. Other skills that student teachers reported learning, but to a much lesser degree, included:

-communication skills, verbal and non-verbal

-questioning techniques

-discipline

-skill of explaining.

Unfortunately, two student teachers felt that from their university class there was little information of real use to their careers.

F. Text, Handouts and Assignments

The instructor used Cooper's Classroom Teaching Skills as the primary text for the course, but unfortunately no one reported reading it entirely. The largest amount reported read by one student teacher was 50 percent. Class handouts were not received very well either, but the student teachers did read more of them than they did the text. For example, one third of the student teachers had read between 75 and 100 percent of the handouts. Class assignments appeared to be received quite favorably. The majority of the student teachers felt that the assignments were of practical value and that the evaluation of the assignments, including exams, was fair. Generally speaking, however, effort expended on this part of the program was minimal and insufficient.

1. The Text

The instructor recommended Cooper's Classroom Teaching Skills as a text because it was not difficult to read, had practical exercises with answers for the student teachers, and related to the research that had taken place.[13] Although all of the topics covered in the Ed.CI course were in

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[13] He also recommended using Sydney Micro Series, Looking in Classrooms (Good and Brophy) and Stating Objectives for the Classroom (Gronlund) as references.

Cooper, the instructor presented and discussed most topics from his own teaching experience. He expected the student teachers to read the text in order to get a second opinion, and had them complete specific exercises from it. Because not everyone had bought the textbook, he duplicated and distributed some parts of the text as handouts. He expected the student teachers to read the topics in the text which were covered in class. On the post-questionnaire, student teachers were asked what percentage of the course text they had read. As Table 18 shows, no one had read more than 50 percent of the text, and six students had not read any of it! Eleven students, almost 70 percent, had read 10 percent or less of the text.

TABLE 18

Percentage of the Course Text Read
(post-questionnaire) (n=15)

Number of Student Teachers	Percentage Read
6	0
1	1
2	5
2	10
1	20
1	25
1	30
1	50

Unfortunately, because of the poor effort at reading the text, information elicited from the student teachers on the post-questionnaire, asking them whether or not they would recommend the text for future use in a course is not very meaningful. Eight student teachers (merely 50 percent) responded and four of these eight recommended the text and four did not. The student teachers' reasons for recommending the text included:

- -should be used as a reference
- -not a required text, especially if handouts directly out of it are used
- -the book is very helpful; it goes through different skills in sequence and is very comprehensive
- -it is a good text from what I have read and would probably be beneficial.

The reasons for not recommending the text included:

- -not beneficial
- -costs too much
- -did not relate to the course
- -not necessary if the student took 251 and did all the manual work.

In most instances, the student teachers could not make a judgment because they had not read enough of the text. Two of the seven student teachers who did not respond explained that they had not read it. Final interviews did not elicit any further information on the textbook.

2. Class Handouts

Student teachers were also asked to comment on the number of class handouts they read. Again, many seem to have put minimal effort into reading them. According to Table 19, sixty-six percent of the respondents had read 50 percent or fewer of the handouts by the time of the post-questionnaire. Only two student teachers reported reading all of the handouts. Of the seven comments, regarding handouts received from student teachers during interviews, only one was positive. He felt that the handouts from the lecture were good, concise and really useful, if one read them and thought about them. This contrasts markedly with six other very negative and critical remarks regarding the handouts. In general, these remarks suggested that they were too long to read. One student teacher, was taking six courses. Another explained that he didn't know what to do with them, and there was no opportunity to discuss them. A third said he found that the handouts were not useful after skimming six or seven of them, and, finally, one student criticized

TABLE 19

Percentage of the Class Handouts Read
(post-questionnaire) (n=15)

Number of Student Teachers	Percentage Read
2	5
2	10
1	15
2	20
1	30
2	50
1	75
1	90
1	95
2	100

them as confusing and not sequenced properly. Another student teacher said he had no reason at all for not reading them. He simply did not.

3. Ed.CI Evaluation

According to the instructor of the course, student teachers were expected to complete five classroom assignments (worth 12 percent each), participate in class (10 percent) and write the final exam (worth 30 percent). On the post-questionnaire, student teachers were asked their opinions on the practical value of the assignments. In addition to this, they offered comments during interviews about the assignments and about evaluation in general. The investigator also asked each one over the telephone for an opinion regarding the final examination.

a. Class Assignments and Final Examination. Twelve student teachers, a large majority, reported that they felt that the class assignments were of practical value. (Two student teachers did not respond, and one answered in the negative.) Five of the twelve explained that lesson planning assignments were very valuable. Classroom management, discipline and micro-teaching assignments were mentioned one time each as assignments of practical value. One student teacher suggested that the assignments helped him to understand the role of the teacher and the amount of work needed to be done in order to be a good teacher. Two student teachers simply suggested that some of the assignments were of practical value. Two student teachers felt that the assignment on "What Teaching Is" was of little value. One of these suggested (and the course instructor made the same comment) that this topic might have been better appreciated after they had done some classroom teaching.

Although questionnaire results indicated that the majority of the student teachers felt that their class assignments were of practical value, comments from interviews suggested that many were unhappy with certain assignments or the evaluation of assignments. For example, individuals complained that the instructions for the following were not clear:

-lesson plan assignment

-self-evaluation assignment

-A.V. assignment

-assignments in general.

Other student teachers had a list of complaints regarding evaluation which included:

-assignments too leniently marked

-30 percent of mark for final not fair

-unclear as to how students were to be tested

-instructor was unreasonable in that he wanted a book report for a lesson plan and it was worth 12 percent

-concerned about receiving credit for attendance and participation (extra 10 percent)

-evaluation of micro-teaching assignment was unfair

-overall evaluation was neither objective nor fair, merely subjective

-wanted overall grade based more on real teaching

-surprised at no evaluation for micro-teaching

-felt grade should not be based on participation if attendance isn't mandatory.

On the other hand, eight student teachers had positive comments about the assignments. Over half of these said the assignments were not long or difficult to complete. One suggested that:

> -Lesson plans were easy enough to do because the instructor gives you the steps...you just fill it in; there is no reason why anyone can not do them.

In fact, one student teacher commented that these were the easiest assignments he had among his university courses. Two student teachers said that they enjoyed doing the assignments and the exercises, and found them useful. Another commented that the lesson plans were good outlines. Two mentioned that the homework load was not heavy. It appears, then, that those student teachers who were interested enough in the course to attempt the assignments and to do the work benefited, and those who were not interested merely complained and, of course, did not benefit.

A very large majority (14 of 15) of the student teachers reported on the post-questionnaire that they felt that the evaluation of the university class was fair. This positive response is especially interesting in light of large number of complaints some raised about most other aspects of the course. Student teachers offered the following reasons for their opinions:

-Since all assignments bore the same percentage and took about the same amount of time, that was fair.

-It was a fair breakdown similar to other courses and the assignments were good and had a point to them.

However, four of 14 who said the evaluation was fair had some reservations. Most of these concerned mainly the clarity of what the assignments were worth. Another felt that the assignments should have accounted for the different subject areas that the student teachers were majoring in.

The majority of the student teachers felt that the final examination was fair and reasonable. The few reservations suggested that questions were either ambiguous, too vague or too broad, and that the exam was too long.

G. Summary of the Ed.CI Experience

Cooperating teachers, student teachers and university professors were in favor of the topics covered in the experimental Ed.CI class as comprising the core of topics to be included in future Ed.CI classes. Each group, however, had reservations regarding specific topics. Student teachers and cooperating teachers both felt that "Provincial Curriculum Guides" was a topic of less importance. Student teachers and faculty consultants agreed that the topic "What Teaching Is" (borderline for student teachers) was also less important than other topics. Student teachers felt that "Assessing and Evaluating Students..." was less important while cooperating teachers felt "Peer Teaching" was less important. University professors viewed "Communication" as a very difficult topic to teach. In general, however, there was good acceptance by all three groups of the following topics: a. classroom management, b. discipline, c. communication (particularly in the classroom) and d. lesson planning. Other topics not listed above that had reservations associated with them were received mainly from faculty consultants and included prematurity of a topic such as "What Teaching Is," having to reteach certain aspects of topics such as "Lesson Planning," presenting general methods of evaluating, and including various aspects of instructional techniques. One of their main concerns was that all the topics could probably be better dealt with at the specific subject area level.

Pre-post comparisons of the importance of the topics showed very little difference. At both times, the majority of both student teachers and cooperating teachers rated the majority of the suggested topics as important (three or higher). Interview data from the student teachers confirmed this. Student teachers wanted more peer teaching included in the course. They felt that they benefited greatly from this experience. Cooperating teachers, on the other hand, appeared to be hesitant about the value of the topic, since they rated it as having less importance than other topics on both the pre- and post-questionnaires.

Student teachers had three major complaints about the Ed.CI class. In general, they felt that there was too much material to cover, that the instructor used inappropriate aids for presenting the material, and that there was not enough class discussion. They also wanted more discussion of their in-school experiences.

Interview data also revealed that the long three-hour class was a serious problem. Many felt that the material was repetitious, and, if it were reduced, then the lecture might not seem so long.

Attendance was a problem observed by the investigator, instructor and several student teachers. Post-questionnaire response indicated that the majority of the student teachers were not in favor of compulsory attendance. They felt that it was their personal decision whether or not to attend, primarily because they were paying for their own education.

Student teachers were asked for specific changes which might improve the course, but few general trends emerged. Improvements which were suggested most often included: (a) include more peer teaching, (b) hold more discussion, and (c) shorten the lecture. In spite of the student teachers' complaints about the course, student teachers reported learning necessary skills; for example, 70 percent reported that they had learned the skill of lesson planning. Other skills reported learned, but to a much lesser degree, included communication skills, verbal and nonverbal, classroom management, questioning techniques, discipline and the skill of explaining.

Post-questionnaire response regarding the text and handouts was not favorable. In general, the student teachers had made a minimal effort to read their text and handouts conscientiously. For example, the largest amount of the text read (by merely one student teacher) was only 50 percent. Because of this poor attempt, it was not possible to consider the student teachers' recommendations of the text seriously. Effort at reading the handouts was better than attempts at reading the text; however, even this was not satisfactory. Only half of the student teachers reported reading 50 percent or more of the handouts. One quarter had read 90 percent or more of the handouts.

In contrast to the disappointing response to the text and handouts, response to class assignments and evaluation was very positive. The majority of the student teachers reported that they felt that the class assignments were of practical value. A few minor complaints about assignments (some remarking that instructions for doing them were not clear, and some feeling that the evaluation was unfair) were received during interviews. Eight student teachers had very positive remarks about the assignments, some suggesting that they were not difficult to complete and that they enjoyed doing them. A large majority reported on the post-questionnaire that they felt that the evaluation of the Ed.CI class was fair, offering reasons such as "a fair breakdown similar to other courses" and "since they took about the same amount of time and were worth the same amount that was fair." Only a few felt that some questions were too vague.

VII. SUPPLEMENTARY DATA

Five topics of the study did not fit neatly into any of the previous major sections of the thesis results. These were (i) the relationship between the Ed.CI course and the Ed.Pra. course, (ii) the in-services, (iii) perceptions of the student teachers, (iv) student teachers' commitment to teaching, and (v) student teachers' attendance at the schools.

A. Relationship Between the Ed.CI and the In-School Parts of the Program

Cooperating teachers were kept informed through the in-services on a continuous basis of what subject matter was being taught in the Ed.CI class and when it was taught. For example, lesson planning was not taught until towards the end of the term when it was anticipated that most student teachers would be starting to teach a few lessons. The instructor hoped that by providing this information to the cooperating teachers, greater integration between the Ed.CI and the practicum might be achieved. Under normal circumstances, of course, this would not be possible because the Ed.CI course and practicum are usually run at two different times; consequently, one could expect much less integration. Discussion with student teachers early in the term revealed that integration between the Ed.CI and in-school parts of the experimental program might be a problem. Because of this, opinion regarding the relationship between the two parts was sought from university professors and the student teachers when the course was completed.

After surveying university professors on various topics of the experimental program, Spitz (1979, p.3) concluded that the staff members felt that "the Ed.CI and the Education Practicum portions must be highly integrated, in order to be effective plus beneficial to the student teachers." The current investigation also arrived at this conclusion after interviewing three university professors, after the program was completed. For example, one of the professors felt that, if a general Ed.CI course became divorced from the practicum, very little of the Ed.CI course would be meaningful. Another indicated that he had not seen very much carryover from his own regular Ed.CI course to the conventional practicum, and hoped that this would not happen with Ed.Pra. 252.

Interviews with student teachers, both early and late in the term, showed that the group was divided on what the relationship was between the Ed.CI and the student teaching portion. That is, almost half of the student teachers (7 of 16) commented during the first set of interviews that there was no relationship between the lecture and the in-school experience. In fact, half of these student teachers suggested that they could do the student teaching part without the lecture. Only one student teacher mentioned during the second set of interviews that he would rather have attended just the lectures rather than the in-school experience. On the other hand, nine comments suggesting that the two parts of the course were related were received during the first set of interviews. The majority of these interview comments said that there was some correspondence between the two parts. Some specific comments from these interviews included the following:

-One would not like to take one part without the other.

-The lecture material is relevant to the in-school experience.

-The lecture and the student teaching complement each other.

-You can apply the information from the lecture to the classroom if you make the effort.

-There is a 50/50 relationship between the two.

Initially, slightly more than half of the student teachers felt that the lecture was related to the in-school part. During the second set of interviews, four student teachers suggested that the skills learned at the school were covered in the lecture. Final interview data appear, generally speaking, to indicate that a small majority of the student teachers felt that the two parts of the course were related.

Post-questionnaire results regarding the relationship between the two parts of the course were not conclusive. For example, when the student teachers were asked to what degree the material covered in class was related to the in-school experience, the majority of responses (74 percent) fell between an "average degree" (rating of three) and a very "high degree" of relationship (ratings of four and five). However, six of these eleven ratings were average (three) ratings, describing mainly an "average degree" of relationship between the two parts of the course. Only one student teacher rated the relationship to a very high degree (five). Four of the student teachers felt both parts were related to a high degree (four). Only one student teacher rated the degree of relationship between the two courses as a one (zero to very little degree of relationship). This was interesting to note in light of the fact that seven student teachers said during the initial interviews and one said during the final interviews that they saw no relationship between the two parts of the course.

B. In-services

Four in-services were conducted with the cooperating teachers, primarily for the purpose of providing them with information which would assist them in guiding the student teacher through the new experimental program and with information which would familiarize the cooperating teachers with the program. The first in-service included an explanation of the intents and aims of the program, an explanation of how the manual was to be used, an explanation of the types of activities the student teachers should be performing while at the school, an explanation of material to be covered in the Ed.CI class and an explanation of how this course fits into the student teachers' overall program. The second in-service dealt entirely with evaluation of the student teacher and the evaluation form to be used. This topic is discussed more fully in Chapter V, Section H2 (Evaluating Student Teachers), Chapter V, Section H3 (The Grading System), and Chapter V, Section H4 (The Evaluation Form). It is interesting to note that at this time 60 percent of the cooperating teachers, according to brief informal interviews with them, mentioned the evaluation in-service as being very worthwhile. One cooperating teacher was so impressed, he thought that the in-services should be compulsory. Seven cooperating teachers commented that the exchange of information was valuable and, in general, enjoyed attending and participating at the in-services. Only one cooperating teacher found the in-services uninformative. The third in-service included a brief discussion of the evaluation form (described the one chosen) and a more detailed explanation of the activities in the manual. The final in-service included a presentation by a cooperating teacher of his proposal for a revised manual and a discussion of the role of the faculty consultant. The role of the faculty consultant is discussed in more detail in Chapter V, Section H6a (Role of the Faculty Consultant) and the manual proposal is discussed more fully in Chapter IV Section C (Weaknesses of the Manual).

1. Attendance at the In-services

A factor involved in the success of the experimental course was the attendance of the cooperating teachers at each of the four two-hour in-services. To encourage the cooperating teachers to attend, they were paid for their time spent at these meetings. The majority of the cooperating teachers attended two or more in-services. Nine of 16 cooperating teachers attended all four in-services, four attended three, one attended two, one attended one, and one did not attend any in-services.

2. Value of the In-services

On the post-questionnaire, the cooperating teachers listed the following as the most important aspects of the in-service:

-receiving information regarding the specific aims or goals of the course and the specific expectations of the student teachers and cooperating teachers (eight teachers mentioned this item)

-the in-service on evaluation (nine)

-the sharing of ideas through discussion (two)

-the value of receiving information regarding what student teachers were learning from their on-campus Ed.CI class (two).

One cooperating teacher suggested that in the following year, in-services should concentrate specifically on what student teachers have covered in their Ed.CI class and, therefore, give a clearer picture to the cooperating teacher regarding what the student teacher should be able to deal with in a teaching situation.

Interestingly, only three cooperating teachers responded to the question regarding the least valuable aspects of the in-service and all three felt that time spent going through the manual was the least valuable aspect.

3. Differentiation Between Conventional and Ed.Pra. 252 In-services

The majority of the cooperating teachers, (10 of 16) or about 63 percent, felt that the in-service sessions differentiated sufficiently between the Phase II program and conventional student teaching programs. This response was somewhat surprising since one cooperating teacher with whom the investigator conducted an in-depth interview early in the term felt that "he was flying by the seat of his pants," regarding participating in the program. It may be, however, that by the time the post-questionnaire was administered that most of the cooperating teachers knew what the differences between the experimental and conventional student teaching programs were. There is some support for this from the cooperating teacher who explained, "After the first session clarity was adequate and the manual helped." The cooperating teachers who felt that the in-services differentiated explained:

> -It differentiates especially for the first half of the program when the student teachers were involved mainly with observation.
>
> -It was made clear that the program developed as a bridge between first observation and professional term.
>
> -The program differentiated but only after prodding and questioning by the cooperating teachers; there is the

> need for a good in-service prior to the student teachers' arrival at the school.

Two cooperating teachers made suggestions for future in-services. These included:

> -The in-service needs to be oriented more towards the observational side of the student teaching and less towards teaching.
>
> -If the manual were improved enough it could be used to differentiate between the two programs and consequently one could hold fewer in-services.

Interestingly, one cooperating teacher commented that because of the in-services he gave the manual a more detailed examination. The three cooperating teachers who did not feel that the program differentiated explained they felt that there was not much difference between the two programs.

4. Continuing the In-service

The majority (14 of 16) of the cooperating teachers recommended that the in-services be continued. One did not recommend it and one was undecided. Reasons offered by the 14 cooperating teachers who recommended continuing the in-service included:

> -There is a worthwhile information exchange between the university and the cooperating teachers. The information exchange is valuable in that it allows for forming more concrete and specific objectives; it allows for being informed of the program's goals and intents, thereby providing guidance for the cooperating teachers; it allows for liason between the university and cooperating teachers to discuss and compare their expectations and standards with other cooperating teachers.
>
> -In-services gave the teachers the feeling of being directly involved with the formation and operation of the experimental program on a more personal level.
>
> -In-service sessions were most helpful for cooperating teachers who have never had a student teacher before.

Several cooperating teachers agreed that the in-service should be continued but under certain conditions. These included:

- -at least while the program is new
- -although not necessarily in a classroom session or on a monthly basis
- -but, begin prior to the arrival of the student teacher at the school
- -if cooperating teachers come for a second year, would modify in-services compared to first year cooperating teachers
- -for new cooperating teachers, one or two maximum for experienced teachers. Preferably have the student teacher at the first meeting.

The one cooperating teacher who would not recommend continuing the in-service felt that the university should send someone out to explain the program to him.

Interviews with three university professors revealed that they were strongly in favor of retaining the in-service program. One professor was concerned about who was going to do the seminars because he foresaw a big job to be done in this area. Another felt that if the university wanted a quality teacher preparation program, then the in-services would need to be continued. He felt so strongly about this that he said, "If we cannot keep working with the teachers, then I would not be interested in the Phase II Program." The third professor added that the in-services were an essential part of the program. He felt that the university could make changes, but unless the quality of performance of the people involved was improved, the program would not be as beneficial as it should be.

5. Ideal Number of In-services

According to post-questionnaire response, there was no agreement among the cooperating teachers on the ideal number of in-services. However, the majority chose to have between two and four in-services, while some suggested one, and others suggested five or more. Interestingly, three cooperating teachers made two different choices for the ideal number of in-services. Ten cooperating teachers explained that different conditions dictated different numbers of in-services; for example, fewer in-services would be needed for experienced cooperating teachers, and more in-services for less experienced cooperating teachers. The cooperating teacher who suggested one in-service as ideal offered no reason for his choice. One of the two cooperating teachers who suggested five in-services as ideal explained that more facets of the program could be examined and dealt with.

6. Ideal Time of Year to Conduct the In-service

The majority (75 percent) of the cooperating teachers reported on the post-questionnaire that they preferred to hold the in-service one week prior to student teaching, and the remaining cooperating teachers preferred to hold it just immediately prior to the beginning of the student teacher experience. Eight other cooperating teachers' comments regarding the in-services included:

-One week before; give them just enough time to plan for the student teacher.

-The purpose of the in-services was to have the aims and goals of the in-services explained.

-The cooperating teacher could be better prepared by listening to problems encountered in the past.

-If more in-services are needed, continue with them.

-One in-service should summarize everything.

7. Student Teacher Comments Regarding the In-services

Student teachers were asked to list those activities suggested by their Ed.CI course but which were not included in their in-school experience. The intent was to determine what additional information should be given to the cooperating teachers at the in-service and this was explained on the post-questionnaire to the student teachers. Judging from the poor student teacher response, very little additional information may be included at the in-service. The items suggested by four student teachers included:

-provide instruction and experience with duplication and preparation of school materials

-provide instruction and experience with student evaluation

-provide observational experiences early

-provide the opportunity to teach, firstly individuals, small groups, and then whole classes.

Since the cooperating teachers had these points described and explained at the in-services, there appears to be no need for additional types of information to be given to the cooperating teachers. The remaining respondents included six student teachers who did not respond, three who suggested that nothing was suggested at the university class which was not included in the in-school experiences, one who did not understand the question and one who made an irrelevant comment.

C. Perceptions of the Student Teacher

Questionnaires were used to determine how the school pupils, mainly junior high school pupils, viewed the student teacher. Opinions were collected from student teachers and cooperating teachers.

1. Perceptions of the Student Teacher in the Classroom

Student teachers and cooperating teachers were asked on the pre- and post-questionnaires to select from among five choices how they thought the school pupils would view the student teacher. As Table 20 shows, on both the pre- and post-questionnaires, 11 student teachers (75 percent) felt that the school pupils would view them as a student teacher.

TABLE 20

Student Teacher Perceptions of How the School Pupils Would View the Student Teacher (n=15)

Roles	Pre	Post
Observer	0	0
Teacher-aide	1	2
Teacher	1	0
Student teacher	11	11
Other*	2	2

*These responses included "Observer and Student Teacher" (2), "Teacher-aide and Student Teacher" (1), and "Specialist from the University" (1).

One student teacher reported that the teacher told his pupils that he was a specialist from the University of Alberta. Overall, the majority of the student teachers felt that the school pupils viewed them as student teachers before and after the experience. Cooperating teachers, however, as Table 21 shows, changed their opinions from pre- to post-experience. Initially, approximately half (58 percent) of the cooperating teachers thought that the school pupils would view the student teacher as a student teacher. On the post-questionnaire 88 percent opted for "student teacher." Initially, four cooperating teachers thought the school pupils would view the student teacher as an observer, two as a teacher aide, and one described the student teacher as a "hyped-up teaching specialist." It is possible that since the cooperating teachers were told at

TABLE 21

Cooperating Teacher Perceptions of How the School Pupils Would View the Student Teacher

Roles	Pre n=15	Post n=16
Observer	4	0
Teacher-aide	2	0
Teacher	0	1
Student teacher	8	14
Other*	1	1

*These responses included "Observer for Classes Not Taught and Student Teacher for Classes Taught" (1) and "Hyped-up Teaching Specialist" (1).

the beginning of Ed. Pra. 252 that the student teacher would spend most of his time at the school observing that this might account for the four cooperating teachers' choosing the role of observer for the student teachers. However, by the end of the experience the majority of both the student teachers and cooperating teachers agreed that the pupils would view the student teacher as a student teacher.

2. Characteristics of a Teacher

Student teachers and cooperating teachers were asked on both the pre- and post-questionnaires to describe what kind of a person the student teacher would have to be if the student teacher wished to be accepted as a teacher rather than as a student teacher.

Three student teachers did not respond to the pre-questionnaire and one student teacher said he did not understand the question on the post-questionnaire; consequently, he made no response. On the pre-questionnaire, one student teacher commented that she did not wish to be part of the teaching staff and felt that her cooperating teacher would not appreciate it. The comments reported by the student teachers on the pre-questionnaire appeared to describe either the desirable personal qualities of a teacher (for example, outgoing, aggressive, responsible), or to describe the teaching activity itself (for example, be able to present information in an interesting manner that encourages student learning). The majority of the comments referred to the personal qualities of the teacher. The personal qualities reported most often on the pre-questionnaire were being responsible (listed by four student teachers) and being professional (listed by three). No more than two student teachers reported the same characteristic of a teacher on the post-questionnaire. In general, a larger number of comments were reported on the post-questionnaire with fewer of these referring to the personal qualities of a teacher. Six of these characteristics were identical to those listed on the pre-questionnaire. Slightly fewer personal characteristics were reported on the post- than on the pre-questionnaire. In addition to the above, two new categories of comments emerged, and these included four comments describing relations of the staff at the school (for example, "made it a point to know staff and have their respect") and four comments dealing with extracurricular activities (for example, "made an effort to get involved with the life of the school"). Interestingly, no comments regarding proper presentation of material were made on the post-questionnaire. By the end of the course, student teachers appeared to place lesser emphasis on the personal characteristics of the teacher and on the teaching activity itself. In addition, two new aspects of teaching, namely, relations of staff at the school and involvement with extracurricular activities were included on the post-questionnaire. Perhaps the student teachers had become less idealistic and more practical, or perhaps student teachers felt that they did not need to know anything to teach junior high school.

Cooperating teachers made an excellent response to the question, with all 15 cooperating teachers responding on the pre-questionnaire and all 16 cooperating teachers responding on the post-questionnaire. When compared to student teachers, the cooperating teachers responded about twice as often on both the pre- and post-questionnaire. Cooperating teachers reported approximately the same numbers (46 pre- and 43 post-) and types of comments (for example, comments relating to the personal qualities of the teacher and comments related to the teaching activity). Consequently, the cooperating teachers' opinions or perceptions did not change appreciably from pre- to post-questionnaire, whereas the student teachers' opinions did. In particular, the post-questionnaire response for the student teachers included comments describing relationships with the staff, comments related to extracurricular activities, comments describing personal characteristics and comments describing the teaching activity, while the cooperating teachers reported only the latter of the above two types of comments. Ten comments were identical on the cooperating teacher pre- and post-questionnaire, compared to six for the student teachers. The personal characteristic most often listed on the pre-questionnaire by cooperating teachers was being a disciplinarian (six responses). Several more personal qualities which were listed frequently were: confidence (four times), maturity (three times), positive outlook on children (three times) and being prepared to teach (three times). On the post-questionnaire, the personal characteristics most often listed were: knowledgeability (seven times) and assertiveness (three). Initially, it appears that the cooperating teachers may have been more concerned with discipline, but by the end of the experience, they were more concerned that the student teacher be more knowledgeable. Student teachers, on the other hand, did not appear to be concerned with either of these characterstics by the end of the experience.

3. Perceptions of Duties of a Teacher

Specific activities normally performed by teachers were listed on the pre- and post-questionnaire. Opinions were sought from the student teachers to determine the amount of responsibility they felt the teacher should have for these activities. When pre- and post-questionnaire ratings of the responsibilites were compared, there was no appreciable change from pre- to post-questionnaire. The student teachers appeared, in general, to know what the responsibilities of a teacher were to start with. There was no responsibility which was rated either a great deal less or a great deal more responsible from pre- to post-questionnaire results. (Complete results may be found in Appendix I.)

D. Student Teacher Commitment to Teaching and Professional Help Sought

By the end of the course, as Table 22 shows, approximately 50 percent of the student teachers felt that how well or how poorly they performed in the course would influence their commitment to teaching.[14] There was a decrease in the affirmative response, from pre to post and a corresponding increase in the negative responses. Apparently, after taking the course 19 percent (three) fewer student teachers felt that their course achievement would influence their commitment to teaching.

TABLE 22

Influence of the Degree of Course Achievement on the Student Teachers' Commitment to Teaching (n=15)

Pre-questionnaire		Post-questionnaire	
Yes	No	Yes	No
11	4	8	7

Table 23 shows a decrease from pre to post in the student teachers' desire for professional help to continue teaching following the course. Nineteen percent (three) fewer student teachers wished professional help, to continue teaching after they had taken the course. (That Tables 22 and 23 contain identical numbers is merely coincidental.)

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[14] Regarding commitment to teaching, three questionnaire comments were received. One student teacher reported on the pre-questionnaire that he was concerned about being a good teacher and wanted to do justice to the students. Two student teachers' comments on the post-questionnaire included: (a) student teaching experience was very bad and I am certainly thinking about my career choice, and (b) I'll be influenced by my achievement but I don't think I'll flunk.

TABLE 23

Desire for Professional Help Following the Course to Continue with One's Teaching Career (n=15)

Pre-questionnaire		Post-questionnaire	
Yes	No	Yes	No
11	4	8	7

Thus, only 50 percent of the student teachers wanted professional help regarding whether or not to continue teaching.

In addition to asking student teachers if they wanted professional help regarding whether or not to continue teaching, they were also asked from whom they would seek it. Table 24 shows that on both the pre- and post-questionnaire, the student teachers who responded indicated that they would seek help from all three suggested groups: student counselling, their cooperating teacher and their Ed.Pra. instructor. As Table 24 shows, on the pre-questionnaire, the student teachers felt that the course instructor and the cooperating teacher would be the best sources of help, with no student teachers rejecting either of these sources. On the post-questionnaire, however, only half as many chose the course instructor as a likely source, and two student teachers rejected him as a source. One additional student teacher felt that the cooperating teacher would be a good source of help, but one rejected this source.

TABLE 24

Potential Sources of Professional Help
Selected by Student Teachers

Source	Pre		Post	
	Yes	No	Yes	No
Student Counselling	3	3	2	2
Cooperating Teacher	6	0	7	1
Ed.Pra. Instructor	8	0	4	2

Interestingly, student counselling received the most mixed reaction from student teachers on both the pre- and post-questionnaires, with equal numbers accepting and rejecting this source of help.[15] The only appreciable change in attitude over the experiment was in viewing the instructor as a potential source of career counselling, and this may well reflect an attitude towards the course itself, rather than an unsuccessful attempt to ask the instructor for help.

E. Student Teacher Attendance at the School

Although the length of the university session was 14 weeks, several factors prevented the student teachers from attending all 14 weeks. These factors included:

-Student teacher school attendance did not begin until the third week of university classes.

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[15] One student teacher who responded that he wished professional help with continuing teaching did not choose any of the alternatives which were suggested. (He answered NO specifically to all three.) However, he did not suggest any other source of help.

-The impossibility of attendance at the schools during spring break, since they were closed.

-Some were unable to attend the schools during the week of teachers' convention.

-Student teachers were given the option of attending during university reading week and during the last week of university classes. Student teachers who attended during these weeks generally did so to make up for a day when they were absent. Student teachers, then, were expected to attend two half-days or one full day per week, for a minimum of eight weeks and a maximum of 11 weeks.

As Table 25 shows,[16] no student teacher attended all 11 possible full days, and 4 student teachers (25 percent) attended less than the minimum 8 full days. Table 25 also shows that one student teacher attended only three and a half days, a very poor record. However, it should be noted that the attendance was calculated on the basis of the returned activity sheets, and it is possible that although the investigator did not receive an activity sheet for a particular half-day or full day from a student teacher, this does not mean that the student teacher had not attended that week.

F. Summary

Faculty felt that the practicum and the Ed.CI parts of the program should be highly integrated in order to be successful. However, early interviews with student teachers indicated that much less than optimum integration was occurring. Ten of the 15 student teachers rated the integration of the two as average or below average (3 or less on a scale of 5) on the post-questionnaire.

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[16] Data for Table 25 are derived from student teacher activity sheets. Appendix J contains a detailed record, week-by-week, for each student teacher, based on the return of activity sheets.

TABLE 25

Student Teacher Attendance at the Schools* (n=16)

Number of Student Teachers	Number of Days at School
2	10.0
1	9.5
4	9.0
2	8.5
3	8.0
1	6.0
1	5.0
1	4.5
1	3.5

*Attendance was estimated from the analysis of the activity checklists handed in by the student teachers. Week-by-week attendance is described fully in Appendix J.

According to the post-questionnaire, in-services were generally perceived favorably by the cooperating teachers. Attendance at the in-services, however, was less than one hundred percent. The most valuable in-service workshop according to the cooperating teachers was the workshop on evaluation. The majority of the cooperating teachers felt that the in-service workshops should be continued and that they should be held one week prior to the arrival of the student teacher at the school. There was no agreement among the cooperating teachers regarding the ideal number of in-services to conduct. Both student teachers and cooperating teachers were asked how school pupils would regard the student teachers. Both groups agreed that the pupils would view the student teachers as student teachers rather than observers or aides. Student teachers felt that they needed to be assertive, to have professional relationships with staff at the school, and to be involved in extracurricular activities in order for them to be accepted in the school as teachers. Cooperating teachers, however, were concerned that the student teacher be a disciplinarian, be assertive and be knowledgeable. Student teachers, in general, appeared to know what the responsibilities of a teacher included.

The student teachers were asked about their commitment to teaching. By the end of the program, approximately half felt that their achievement in the course would influence their commitment to teaching. Half of the student teachers indicated that they would like professional help, to decide whether or not to continue teaching, and that they would seek help from student counselling, from their cooperating teacher or from their Ed.Pra. 252 instructor,with most preferring to seek help from their cooperating teacher. Although the student teachers enjoyed the in-school part of the program the most, their attendance at the school was not ideal. According to the activity sheet records received from the student teachers, 25 percent of them did not attend the minimum eight days expected of them.

VIII. SUMMARY, RECOMMENDATIONS AND AFTER WORD

This study was undertaken to examine an experimental course, Ed.Pra. 252, a course which followed Ed.Pra. 251, the student teacher's introduction to teaching. Data were collected by means of questionnaires and interviews from 16 student teachers and 16 cooperating teachers. At the end of the course, additional interviews were held with six university professors, two instructors of the course and the Assistant Dean of Practicum. Questionnaires were administered to the student teachers and to the cooperating teachers during the first week of the course and at the last in-service seminar for the cooperating teachers, and at the last university class for the student teachers. In addition, each student teacher was interviewed twice, once during the early part of the course (weeks four, five and six) and once during the latter part (week ten) of the fourteen-week program. Three cooperating teachers were chosen for three in-depth interviews conducted at approximately the beginning, middle and end of the course. The above interviews with the student teachers and cooperating teachers were, for the most part, non-structured with the investigator relying on volunteered comments from these participants as data. These interviews were verified by providing the interviewees with a typed transcript of the interview and asking them to check it for accuracy. In addition to the above interviews, informal interviews with all of the cooperating teachers were done twice by telephone, once early in the course and again at the completion of the course using several prepared questions as a guide to the interviews. In addition to the above data-gathering methods, activity sheets (checklist of activities which the student teacher might be engaged in at the school) were collected from the student teachers weekly. The activity sheets were intended to monitor weekly changes in the activities in which the student teachers were involved.

Questionnaire, interview and activity sheet data were divided into information on the course manual, information on the in-school phase and information on the Ed.CI course, and each aspect was analyzed separately with a supplementary section added for data which did not fit into any of the three separate sections. Summaries of each of these three aspects and the supplementary section are presented below, followed by recommendations and an after word which describes my own conclusions and opinions.

A. Summary

The findings of the study are summarized for the manual, for the in-school experience, for the Ed.CI portion of the course and for the supplementary data section.

1. Summary of the Analyses of the Manual

Although student teachers and cooperating teachers were expected to be completely familiar with the manual, many from both groups were not. For example, only one-quarter of the cooperating teachers reported reading the manual completely and two reported reading none of it. However, 11 cooperating teachers analyzed and critiqued the manuals and submitted them to the instructor for examination. This critique would, of course, familiarize them with the manual, but it was too late in the course. Post-questionnaires revealed that half of the student teachers completed 50 percent or less of the manual, and only one reported having done it entirely. Examination of the manuals handed in revealed that seven student teachers had completed most of the manual, and some sections had been completed more than others. On the other hand, several student teachers complained that they had a difficult time collecting some of the information because their cooperating teachers were not always available.

In general, the cooperating teachers appeared to accept the manual more so than the student teachers. Initially, both groups appeared not to be very satisfied with the manual, but as time went on the cooperating teachers came to accept it the more they used it and could see its value. Student teachers, however, as time went on, continued to appear dissatisfied with the manual. Reasons suggested for this were that the activities were too time-consuming and that many questions were irrelevant to what they were doing. All but two of the interview comments regarding the manual were negative.

Examining the strengths and weaknesses of the manual separately also revealed that cooperating teachers tended to feel that there were many strengths to the manual, again, moreso than the student teachers. Based on the response to post-questionnaire data, the cooperating teachers were generally supportive of nearly all sections of the manual, but student teachers listed only some of the observational activities as strengths. Neither the student teachers nor cooperating teachers listed Section VIIIB (School Organization) as a strength. The section most often listed as a strength was Section VII (Daily Log of Student Teacher Activities) by the student teachers and Section VIIIC (The Management of a Classroom) by the cooperating teachers. Interestingly, one of the sections of the manual most often completed by the student teachers was VIIIC (The Management of a Classroom).

Both student teachers and cooperating teachers listed far fewer weaknesses than strengths on the post-questionnaires. Criticism of the manual received from student teachers during interviews was generally vague. Both groups, according to post-questionnaire results, suggested that section VIIIA (The School and Community) was a major weakness. There was some indication by a cooperating teacher that this information would be hard to obtain. Although

Section VIIIB (School Organization) was not listed by either group as a strength, and, although it was also listed as a weakness by both groups, it was not mentioned as a specific weakness as often as Section VIIIA (The School and Community) was. No one in either group suggested that Section VIIID (Problems in Maintaining Pupil Morale) was a weakness. Cooperating teachers, although generally supportive of the manual, critiqued it thoroughly and suggested extensive but mainly minor revisions in the majority of the observational activities. More comments about the manual were received from the cooperating teachers who submitted the manuals than from any other source. One cooperating teacher completely re-organized the manual and included a large number of checklists. He presented his ideas to the cooperating teachers at the final in-service, and response to it appeared to be very favorable. Interview and questionnaire data strongly indicated that the cooperating teachers as a group wanted specificity in the manual. Faculty consultants, although they had little contact with the manual, did not agree regarding specificity in the manual. The majority felt that it should be specific, but one disagreed, saying that it could be merely suggestive and not so detailed and added that prescription versus suggestion will always remain a problem. Results from in-depth interviewing with three cooperating teachers revealed that in all likelihood they were examining and thinking about the manual from their own personal point of view and, consequently, may at the beginning failed to have seen a general, overall benefit for the student teacher from the manual. In addition to the above, the interviews revealed how the attitudes of the teachers regarding the manual changed from time to time, probably through the process of reflection on it.

The log book section of the manual was considered important enough to be dealt with separately on the questionnaires. Although little information was yielded from interviews with either the student teachers or the cooperating teachers, post-questionnaires revealed that the cooperating teachers were very supportive of the log book and offered a variety of advantages for doing it and some suggestions for improvement. All 16 cooperating teachers felt that the log had three advantages: the log was a record of events, a guide for observations, and a stimulus for evaluating classroom experiences. The majority of student teachers initially felt that the log was important, but as time went on, became less convinced. This was not because of lack of experience of completing a log, as 8 of 15 student teachers reported completing a log in some other course. On the post-questionnaire, ten student teachers reported that they completed the log on a daily basis, but examination of the 13 logs handed in showed that only six student teachers completed it, three completed about 75 percent, two completed 50 percent and two none at all. Student teachers suggested that it was time-consuming and that they did not have enough time; however, those who completed the log conscientiously did not say that it was not worthwhile. Post-questionnaire data also revealed that the majority of the student teachers felt there was very little to be gained by keeping a log.

By the end of the course, attitudes towards the manual appeared to be very good for the cooperating teachers and quite poor for the student teachers. Cooperating teachers appeared to be much more positive towards the manual than were the student teachers. Interview data from student teachers regarding the manual was almost completely negative. It appeared that the students resented being asked to do it. The incomplete class set of manuals submitted (13 of 16) and the fact that some parts were done more often than others and some not at all indicates that the majority of the student teachers put very little effort into completing either their log or the manual. Completion of the log and manual, at times, appeared to depend a great deal on the cooperating teacher's attitude towards the manual. Evidence was found that the teachers initially were not convinced of the value of the manual. Consequently, student teachers would not be convinced of the value either, and would not put the proper amount of effort into attempting to complete the manual.

2. Summary of the In-school Part of the Program

The student teachers, the majority of them in their second year of university, had very little teaching experience prior to Ed.Pra. 252, but all had observed in both elementary and secondary classrooms. The largest number of student teachers (8 of 16) majored in physical education. Although the majority of student teachers had taken three or more courses in their major field of study, six student teachers rated their preparation in their subject area for teaching as less than adequate. However, on the final evaluation form, only one cooperating teacher reported this to be a problem, and four cooperating teachers described lack of background knowledge as a weakness of their student teacher. Student teachers initially had expected that courses such as educational curriculum and instruction and educational psychology would be quite important and that courses such as educational administration and educational foundations would be of some importance to their in-school experience. However, after the course had ended, student teachers reported that educational administration and educational foundations were of little importance to their in-school experience. Although the majority of student teachers wished to teach at the senior high school level, and although it was not possible for all student teachers to be placed in their area of teaching specialization, there was no evidence from questionnaires or interviews to suggest that these factors made their experience unhappy or unsatisfactory. On the contrary, there was overwhelming verbal expression by the student teachers describing their enjoyment of the in-school experience.

When student teachers and cooperating teachers were asked on both the pre- and post-questionnaires to estimate the ideal amounts of time to be spent engaged in various activities (observation, discussion, teaching, examining school materials and helping the classroom teacher), both groups initially had underestimated the amount of time required for observation. However, by the end of the course, both groups were in close agreement, regarding the ideal estimates of time for all these activities.

Analysis of the activity sheets which were collected weekly from the student teachers revealed that, in general, the majority had experienced a gradual introduction to teaching. Much observation and little teaching occurred during the initial weeks, with observation decreasing and teaching increasing towards the end of the practicum.

Pre-questionnaires revealed that student teachers initially were very eager to learn a great number of teaching skills, more than they reported learning. Twice as many skills were reported learned from the in-school experience than were reported learned from the university course. Lesson planning, according to the post-questionnaire analysis, had been learned primarily from the university class, while discipline, teaching strategies and administration had been learned primarily from the in-school experience. Classroom management was reported learned from both parts of the program.

Comparison of the experiences of the student teacher from the Phase II program and the student teacher from the conventional program revealed that the majority of the cooperating teachers saw differences between the two. The most often reported difference was time. They explained that the Phase II student teacher spent far less time at the school, compared to the student teacher from the conventional program, and that this led to problems. These included the inability of the student teacher to become as comfortable with the pupils as was desirable and the inability to teach or observe continuously. Cooperating teachers, student teachers and faculty consultants all agreed that one serious problem was time. Since the student teacher spent only two half-days per week at the school, continuity of observing or teaching on a daily basis could not occur. Although individuals complained about this, as one faculty consultant suggested, there was no solution to the problem in this course. Other concerns which all groups shared included:

-the need for the student teachers and cooperating teachers to understand the aims of the program and the responsibilities of each group

-the need for the student teacher to have a graduated experience

-the need for the student teacher to have a variety of teaching and non-teaching tasks.

Interestingly, most of the student teachers did have a variety of teaching and non-teaching activities and the majority of the student teachers experienced a gradual introduction to teaching. As a group, faculty consultants expressed six other concerns. These included avoidance of boredom, de-emphasizing the use of the lecture method, involvement in extracurricular activities, communication between cooperating teachers of different subject areas and faculty consultants, inclusion of student teachers in the program from all subject areas including physical education, and assistance with lesson preparation.

In-depth interviews with three cooperating teachers revealed that they were mainly concerned with the specific and individual progress and problems of their own student teacher. For example, handling discipline problems in the the classroom was difficult for at least one student teacher.

As a larger group, the cooperating teachers had several other concerns which included:

-what it is really like to be a teacher

-supervision of one student teacher from one program at a time

-evaluation of the student teacher

-provision of a good student teaching program

-involvement in extracurricular activities

-learning the nature of the junior high school student

-using more observational techniques during the initial stages of student teaching.

At the beginning of the student teaching experience, the student teachers appeared to be very apprehensive. Their initial concerns included:

- nervousness
- the type of cooperating teacher they would receive
- the success or value of the 252 experience
- principal's policies
- what student teaching would be like
- boredom of observing
- evaluation
- sharing the cooperating teacher with another student teacher.

By the end of the round, most of the student teachers' initial concerns were no longer concerns and fewer concerns were reported. These included:

- closeness of having to teach and write exams
- evaluation
- necessity of more motivation in one specific subject area
- observance of only one's cooperating teacher
- taking a course in sports medicine
- having a student teacher seminar back on campus to discuss the in-school experience.

Cooperating teachers had a number of positive comments about the program and felt that it was very worthwhile. They suggested that the student teachers would benefit from this experience because it would assist them with a career choice and it would provide excellent background for further student teaching. Several cooperating teachers also felt that they had benefited from the program. They explained that during the program they had re-examined their own teaching. Unfortunately, one cooperating teacher felt that having a student teacher helped to rid her of some routine. One other cooperating teacher who was unhappy with the program (he did not explain why) did not want a student teacher from this program for next year.

Cooperating teachers appeared to be very responsible and especially concerned with providing the student teachers with a good experience. A large number of student teachers made remarks praising their cooperating teachers. During the first set of interviews, twelve student teachers said that they were very satisfied with their cooperating teachers, and seven offered similar views during the second set. Apparently they felt confident that they were learning how to teach and that they were learning the responsibilities of a teacher.

Questionnaire results also indicated that the student teachers were very satisfied with the in-school experience and had few real problems. When asked on the post-questionnaire what would they change in the program and what would improve the program, only eight student teachers offered suggestions for change and nine listed some improvements to be made. The most often suggested improvement (half of the student teachers) was that if they could teach more, then this would improve the experience. However, this was not an aim of the program.

The grade for the practicum was simply a pass or a fail. The majority of the student teachers agreed that their cooperating teacher should provide the grade. The majority of the cooperating teachers, however, disagreed. They preferred to have two people, the cooperating teacher and the faculty consultant, responsible for the student teachers' evaluation.

The suitability of the pass-fail grade as the evaluation was strongly endorsed by the cooperating teachers. Eighty-eight percent of them agreed with this method of evaluation. Most felt that for this type of course, the pass-fail grade was adequate.

The evaluation form used for the practicum evaluation included a pass-fail comment, a checklist of various teaching qualities with ratings and space for comments, and space for strengths and weaknesses. Questionnaire results revealed that a large majority of the cooperating teachers, 88 percent, preferred this type of form.

One minor and three major proplems regarding evaluation in general were indentified in the study. The minor problem concerned the difficulty of evaluating the observation portion of the practicum. The other three, more serious problems, included the role of the faculty consultant, the selection of the cooperating teachers and the quality of student teacher evaluations done by the cooperating teachers.

Interviews done with the cooperating teachers indicated that 80 percent of them did not understand what the role of the faculty consultant was. Student teachers also did not appear to understand what the faculty consultant's role was. When explained to the cooperating teachers at an in-service that it would not be possible to have in the future a faculty consultant for each student teacher, the majority seemed to feel that they could evaluate the student teacher themselves in that situation. Although this matter appeared settled at this time, later discussions with cooperating teachers revealed that they were not entirely comfortable with the idea of their being responsible for most of the evaluation. Of course, some inconsistencies in student teacher evaluations occurred, in spite of efforts such as one entire in-service on evaluation to avoid this.

Post-questionnaire results revealed that the cooperating teachers appeared to have strong preferences regarding the best time of year to hold the practicum and strong preferences regarding the amount of time and attendance at the school. The majority of the cooperating teachers preferred the practicum to be held sometime between October and March. The majority of the cooperating teachers also preferred that the student teacher attend the school on a daily basis for four weeks. No one was interested in half-day attendance.

In contrast to these preferences, cooperating teachers appeared to be somewhat undecided regarding the level at which the student teacher should have his first student teaching experience. Approximately half of the cooperating teachers felt that the junior high level would be best, while six had no preference.

Overall evaluation of Ed.Pra. 252 by the cooperating teachers, faculty consultants and student teachers was favorable. Cooperating teachers and faculty consultants described the entire program as worthwhile and valuable. The student teachers also judged the program as very worthwhile. All but one student teacher said that they felt more confident about doing their next round of student teaching because they had taken Ed.Pra. 252. In addition to this, 100 percent of the student teachers recommended that all student teachers take Ed.Pra. 252 prior to their major student teaching round.

On the post-questionnaire, student teachers and cooperating teachers rated the objectives in terms of degree of importance and in terms of degree of achievement. Both groups also rated the degree of achievement of the objectives highly, but not so highly as the importance. The most highly achieved objective, objective number three, which stated that the student teachers should have a graduated and gradual introduction to teaching, was also one of the objectives rated as the most important. The two objectives considered to be achieved to the lowest degree included objective number four, which dealt with the pedagogical styles and techniques of teaching, and objective number five, which suggested that the student teacher should have the opportunity to reflect.

3. Summary of the Ed.CI Part of the Program

In general, faculty consultants, cooperating teachers and student teachers agreed that the topics presented in the Ed.CI class were appropriate as curriculum for the Ed.CI portion of the program. However, each group had some concerns regarding specific topics.

A survey given to secondary education methods professors prior to the beginning of the Ed.CI university class revealed that they viewed the two topics, "What Teaching Is" and "Communication (in the School and Community)," as premature, suggesting that they would be better taken in a later Ed.CI class. Although the professors were accepting of the topics "Instructional Techniques" and "Assessing and Evaluating Students," they were concerned about the extent and manner in which the subtopics of "Instructional Techniques" would be presented.

Both student teachers and cooperating teachers, according to post-questionnaire results, felt that the topic "Provincial Curriculum Guides" was not very important for this general Ed.CI course. In addition to the above topic, student teachers on the post-questionnaire did not rate highly the topics "What Teaching Is" or "Assessing and Evaluating Students". A few interview comments from the student teachers also described "What Teaching Is" and an additional topic on taxonomy as not useful.

Post-questionnaire results indicated that student teachers were undecided regarding the addition of other skills such as the skill of variability or reinforcement as topics for the Ed.CI course. Half of them thought these might be helpful and half thought they had been covered pretty well. Pre- and post-questionnaire results revealed that the cooperating teachers did not see the topic "Peer Teaching" as very important, although this topic received more ratings of importance on the post-questionnaire than it did on the pre-questionnaire. Interestingly, the student teachers rated it as very important on both the pre- and post-questionnaires.

All three groups had a very favorable response to many specific topics. For example, the faculty consultants viewed the following as very acceptable topics for the Ed.CI course:

-classroom management

-peer teaching

-classroom teaching (with strong emphasis on planning and analysis)

-maintaining discipline

-communication in the classroom.

In addition to the above, both student teachers and cooperating teachers on pre- and post-questionnaires rated the following topics as important:

-interpersonal communication and group processes

-instructional techniques and strategies

-questioning strategies and techniques

-components of a lesson plan

-lesson presentation

-instructional objectives.

The majority of the ratings of these topics showed little change between pre- and post-questionnaires. Post-questionnaires also revealed that both groups felt that self-evaluation, the skill of motivation and the skill of explaining, which were not included on the pre-questionnaire, were important. It is interesting to note that initially the student teachers rated all the suggested Ed.CI topics as important, while the cooperating teachers rated all but "Peer Teaching" as important. Interview comments from student teachers added the topics motivation and field trips. The majority of the student teachers described peer teaching as very worthwhile, but two student teachers felt that it was not. Post-questionnaire data revealed that two-thirds of the student teachers wanted more peer teaching included in the course. Twelve comments offered voluntarily by the student teachers during interviews were, in general, positive; for example, the majority of the comments described the course as comprehensive and well covered. Only one student teacher suggested that the material was not worthwhile.

In contrast to the satisfaction with peer teaching described above, student teachers appeared to be very unhappy with some other aspects of the Ed.CI course. Among the 60 negative comments received from student teachers, many were very critical of the instructor and his presentation. For example, student teachers described his films as outdated and useless, and the material as impractical. The majority of the negative comments revealed the immature attitudes of the student teachers. For example, one student teacher felt that all he needed to do was to "read the handout on lesson planning and lesson planning would come naturally." Another said that he deliberately missed a three-hour class in order to study for an exam in another course.

Although, as was mentioned above, the majority of the remarks were very critical, five legitimate problems were identified:

-The lecture was too long.

-The instructor attempted to cover too much material.

-Too few discussions, especially those dealing with the student teachers' in-school experiences, were held.

-Not enough activity-oriented tasks were used in the class (a change of pace was needed; there was too much lecturing).

-Attendance was poor.

One of the more serious problems was the length of the lecture. The reason most often suggested for its being too long was that it was too repetitious. Post-questionnaire response revealed that the majority of the student teachers did not want a three-hour class once a week. Instead, most student teachers chose two one and one half-hour classes per week. Although most student teachers appeared to be aware of the attendance problem, 75 percent were strongly against the idea of compulsory attendance. The most often suggested reason was that they had the right to chose whether or not to attend, especially if they were paying for it.

Very few good quality suggestions for improving the Ed.CI course were received from the student teachers on the post-questionnaire. Student teachers suggested that the class could be improved in the following ways:

-hold more class discussions
-include more peer teaching
-do a more in-depth study of discipline and management
-have a one-hour lecture and a two-hour lab
-deal more with interaction among students
-cover less material.

In spite of the preponderance of negative remarks received from the student teachers during interviews, they listed a number of skills on the post-questionnaire that they had learned from the Ed.CI class. The skill most often reported (70 percent of the student teachers) was lesson planning. Other skills included:

-communication skills, verbal and non-verbal
-classroom management
-questioning techniques
-discipline
-explaining.

Post-questionnaire response regarding reading the text or the class handouts was disappointing. Seventy percent of the class had read 10 percent or less of the text, with six student teachers reporting that they had not read any of it. Sixty-six percent reported reading 50 percent or less of the handouts. Six student teachers suggested that the handouts were too long to read, and one student teacher said he had no reason at all not to read them; he simply did not.

In contrast to the negative attitudes towards the text and the handouts, student teacher response regarding class assignments was very positive. A large majority (12 of 15) reported that they found the assignments of practical value. The lesson planning assignment was deemed to have the most value. Although the questionnaire response was very positive, interview comments were mixed. Four student teachers complained of what they considered inadequate explanations of certain assignments. Ten student teachers reported being unhappy about different aspects of evaluation on various assignments. No one aspect was selected by a large number of student teachers as being a problem. Eight student teachers mentioned positive aspects of the assignments with over 50 percent of these describing the assignments as not long or difficult to complete, and noting that they enjoyed doing the assignments and found them useful. Two student teachers felt that the homework load was not heavy.

A large majority (14 of 15) of the student teachers reported on the post-questionnaire that evaluation in the Ed.CI class was fair. Comments were generally positive, explaining that the evaluation was fair because there was a fair mark breakdown for the assignments. Interview response to the final exam indicated that the student teachers had a few minor criticisms of the exam (some felt that some questions were vague), but generally appeared to feel that it was fair.

4. Summary of Supplementary Data

The secondary education methods professors felt that the Ed.CI part of the program must be closely related to the in-school experience in order for it to be beneficial to the student teacher. The degree to which this relatedness was achieved varied throughout the term. For example, early in the term, at least half of the student teachers reported during interviews seeing no relationship between the university class and the in-school experience. However, final interview data indicated that a small majority (slightly more than half of the student teachers) felt that the two parts of the program were related. Final questionnaire data regarding this problem revealed that most student teachers found some relationship. Seventy-five percent of the student teachers' ratings of the degree of relationship between the two parts of the course fell between ratings of three and five, indicating an average to high degree of relationship.

Four in-services were conducted with the cooperating teachers, but although cooperating teachers were encouraged to attend (by means of paying them for their time spent at the meetings), optimum attendance was not achieved. For example, 9 of 16 cooperating teachers attended all 4 in-services, and 3 attended 3 in-services. However, it was hoped that since the experimental program was completely new, attendance would be close to 100 percent.

Cooperating teachers, according to questionnaire data, suggested that there was much value to the in-services. The two most often suggested valuable aspects were receiving information relating to the specific aims and goals of the course and specific expectations of the student and cooperating teachers, and receiving information regarding evaluation and discussing it together at the in-service on evaluation. Two other benefits mentioned, but to a much lesser degree, included sharing ideas with other teachers through discussion, and receiving information about what the student teachers were covering in the university part of the program. The least valuable part of the in-service reported by merely three cooperating teachers was the time spent going through the manual.

The majority of cooperating teachers, according to post-questionnaire response, believed that the in-services differentiated adequately between the conventional student teaching programs and the experimental program.

A very large majority of cooperating teachers were in favor of continuing the in-service program. Some felt that the in-services should be continued, but under certain circumstances. These included:

-while the program is new

-hold just prior to student teacher arrival at the school

-conduct different numbers of in-services for less and more experienced cooperating teachers.

The three university professors also were very much in favor of continuing the in-services. No agreement on any one ideal number of in-service sessions was reached by the cooperating teachers. The majority chose between two and four in-services as ideal. Almost half of the cooperating teachers explained that circumstances, such as the age of the program (new or old) and familiarity of the cooperating teachers with the program, would dictate the ideal number of sessions. There was also much variability regarding what should be discussed at each in-service by the 25 percent of the teachers who made suggestions for the contents of the various sessions.

The majority of the cooperating teachers agreed that the best time to hold the in-service was one week prior to student teaching. Most felt that this would give them enough time to prepare for the arrival of the student teacher.

Although student teachers were asked what type of information should be presented to cooperating teachers at the in-services, information which cooperating teachers needed and had not been provided with, the student teachers provided no new information. Ideas which were suggested by the student teachers had already been presented to the cooperating teachers at the in-services.

Perceptions of the student teacher were sought from both the student and cooperating teachers. By the end of the course, both groups felt that school pupils would view the student teacher as a student teacher. Cooperating teachers' perceptions, unlike the student teachers' perceptions, changed from pre- to post-questionnaires. Initially, 50 percent felt that the school pupil would view the student teacher as a student teacher, and 25 percent as an observer. However, by the end of the course, the majority of both groups felt that the school pupils would perceive the student teacher as a student teacher.

Characteristics and qualities of a good teacher were also sought from the cooperating teachers and student teachers. Cooperating teachers emphasized personal characteristics and skills related to the teaching activity itself approximately the same number of times on both pre- and post-questionnaires. They did not change appreciably from pre- to post-questionnaires. However, initially, they listed being a disciplinarian as a personal characteristic of a teacher most often, but on the post-questionnaires they listed knowledgeability most often. The majority of the student teachers also listed personal characteristics of the teacher such as being approachable and fair-minded on both the pre- and post-questionnaires. By the end of the course, the student teachers de-emphasized personal characteristics needed by a teacher and teaching skills. This decrease was offset by the emergence of two different categories:

relations with staff at the school and extracurricular activities.

Although an earlier section suggested that the student teachers did not really have a clear idea of what characteristics a teacher should have, they did seem to know what the responsibilities of a teacher were. When pre- and post-questionnaire ratings of teacher responsibilities were compared there was no change from pre to post, suggesting that the student teachers knew what the teachers' responsibilities were to begin with.

Regarding student teacher commitment to teaching, initially the majority (75 percent) indicated that how well or how poorly they did in the course would influence their commitment to teaching. Interestingly, by the end of the course, only about half felt this way.

Student teachers also commented on their desire for professional help after the course. Initially, the majority (73 percent) wished to have professional help, but this decreased to approximately 50 percent by the end of the course. According to pre-questionnaire results, student teachers would seek advice primarily from their cooperating teacher or their Ed.Pra. instructor, with the largest number seeking help from their Ed.Pra. instructor. By post-questionnaire time, this situation was reversed with more student teachers choosing to seek help from their cooperating teacher than from their Ed.Pra. instructor. Some student teachers rejected both sources; (one rejected the cooperating teacher and two rejected the Ed.Pra. 252 instructor). Three student teachers chose Student Counselling Service as a possible source, and three rejected this service on the pre-questionnaire, while two chose Student Counselling Services and two rejected it on the post-questionnaire.

B. Recommendations

The following recommendations are based on the findings of the study. Recommendations are presented separately for the manual, for the in-school experience and for the Ed.CI portion of the course. In addition, general recommendations which arose from the findings but which do not fit into the above categories are presented.

1. The Manual

It is recommended that the manual remain as a companion to the course. The following points should be considered in light of the findings of this study.

a. Means of ensuring teachers' participation (perhaps a workshop offering university credit or perhaps offering teachers released time) should be examined. Many of the cooperating teachers in the program were not sufficiently familiar with the aims and content of the manual. The student teachers' attitudes towards the manual appeared to be highly dependent on those of their cooperating teacher. Furthermore, the more of the manual one read, the more positive one's attitude appeared to be. Although the manual was discussed during in-service sessions, apparently this was not sufficient incentive to have all cooperating teachers do the required reading.

_b._ Cooperating teachers should be recruited and instructed well in advance. One cooperating teacher complained that by the time he found out about his part in the program, it was too late to change his plans for the course.

_c._ In general, student teachers' efforts on the manual were poor: only 13 of 16 student teachers submitted the manual at the end of the course; of these just over half completed 75 percent or more of the log and 75 percent or more of the observational activities. Part of this may be attributed to the fact that the manual was not graded. It was supposed to be a requirement for passing the course, but as one student teacher contended, "He can't fail us." Inasmuch as the manual is seen as a valuable part of the course, instructors should ensure that students are completing it, both by making frequent checks and by giving a final grade on the manual.

_d._ It is interesting to note that many of the critical comments regarding the manual were not voiced at the in-service sessions where cooperating teachers could have expressed their opinions. These opinions, however, were given freely during interviews. Future evaluations, therefore, ought to consider the interview method as at least part of the data-gathering process.

e. Future revisions of the manual should take the following into consideration:

1. When appropriate, specific subsections should be devoted to the students' areas of specialization.

2. Some of the activities are too long and complex. These should be shortened and simplified.

3. Many activities would be improved by having specific, focused instructions.

4. Section VIIIA (The School and Community) should be eliminated. One of the cooperating teachers, who had lived and worked in the area for over twenty years, noted that she did not feel that, even with her experience, she could answer many of the questions.[17]

5. Section VIIIB (School Organization) should be either eliminated or carefully examined and revised extensively. No one listed this section as a strength, and both student and cooperating teachers listed it as a weakness.

2. Recommendations for the In-school Experience

Although student teachers and cooperating teachers appeared to be very satisfied with the in-school experience, the study revealed that it could be improved. Therefore, 10 recommendations are suggested for consideration when revising the course. These include:

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[17] According to data reported in Chapter VI, faculty consultants, cooperating teachers and student teachers had reservations regarding topics VIIIA (The School and Community) and VIIIB (School Organization). It is felt that these topics perhaps should not be deleted from the student teachers' overall program, but instead perhaps they appeared too early in their program to be beneficial.

_a._ When circumstances permit, for example when there is a larger supply of cooperating teachers, use only cooperating teachers who have supervised student teachers in the past, preferably more than two student teachers. In this program, three cooperating teachers had not supervised a student teacher previously. Consequently, they were unable to provide a good quality evaluation or expert assistance for the student teacher.

_b._ Provide the cooperating teacher with some released time (for example, one class period per day) in order to discuss problems and successes with the student teacher. In this program, the teachers were extremely busy, with some cooperating teachers having as many as six different preparations a day. (The only time most cooperating teachers had available to talk with their student teachers was either at noon-hour or after school, if they were not involved with extracurricular activities at this time.)

_c._ Although it was reported that the majority of student teachers who were not placed with cooperating teachers in their area of specialization felt that this did not detract from their experience, it is recommended that every effort be made to place the student teacher with a cooperating teacher who has expertise in the student teachers major subject area. If this is not possible, the cooperating teacher in charge should allow the student teacher to observe at least some classes taught by another teacher in the student teacher's major area of study.

d. Ensure that one cooperating teacher has only one student teacher at a time. In this program, two cooperating teachers had two different student teachers, each from a different program.

e. The responsibilities of the faculty consultant should include the following: act as liaison between the cooperating teachers and the university, instruct the Ed.CI course, hold comeback seminars for student teachers, act as a troubleshooter, be involved with the in-services, visit student teachers and coordinate both parts of the program.

f. Student teachers should attend the school on a daily basis, for four weeks.

g. Although evidence from the study suggests strongly that the student teaching experience be held between October and March, the student teachers could benefit from observing and teaching during September or June, at some point in his student teaching career. This could be done in the Phase II part of their overall degree.

h. Student teachers must have the value and importance of courses such as educational foundations, educational administration and educational psychology explained to them. Although these are mandatory courses, student teachers, in general, felt that they held little relevance to their in-school experience.

i. Confusion surrounded certain aspects of the in-school experience. For this reason, it is recommended that the following be done at the in-services:

1. Explain and emphasize that the student teacher must have a gradual introduction to teaching with a wide variety of non-teaching tasks. Although evidence from this study indicates that a majority did have a graduated experience, some did not.

2. Explain thoroughly the role of the faculty consultant to the cooperating teachers and the student teachers. Neither the student teachers nor the cooperating teachers appeared to understand what the role of the faculty consultant was.

3. Explain to the cooperating teachers that the student teachers (most in their second year of university) will lack much specific subject area background knowledge and that this should be considered when planning the student teacher's activities and when evaluating him.

4. Give cooperating teachers more instruction and information on how to write good quality evaluations and how to evaluate the student teacher fairly. It may be possible to discuss and agree upon some definition of what constitutes good and excellent student teaching.[18] One student teacher evaluation was written almost entirely with negative comments, yet the student teacher was given a pass. A good evaluation can be written in a positive, not psychologically damaging manner.

5. Explain the importance of student teacher lesson planning to the cooperating teachers. One cooperating teacher explained that the lesson planning category was not applicable to his subject area and did not evaluate the student teacher in this area.

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[18] This was suggested by the Assistant Dean of Practicum.

j. Retain the present evaluation form and do not add the category knowledge in subject area to it. The majority of all groups were satisfied with the evaluation form. Because student teachers for the most part are only in their second year, it is meaningless to evaluate them on their background knowledge in their major field of study.

3. The Ed.CI Course

This study suggests that a number of changes would improve the Ed.CI section of the course. These include some minor changes in topics, re-organization of the class time, improving attendance, and ensuring that student teachers read the assigned work.

a. It is recommended that the original core of topics presented in the experimental program be retained. Questionnaires, interviews and a faculty survey concluded that, in general, all the Ed.CI topics were received as acceptable curriculum by the student teachers, cooperating teachers and faculty consultants. However, the following points should be considered, if the course is to be revised:

1. Some topics require more emphasis than others. These include:

   -lesson planning(includes instructional objectives, components of a lesson plan, lesson presentation and self-evaluation)

   -classroom management

   -discipline

- -instructional techniques (includes questioning strategies, skills of variability, motivation, explaining and reinforcement)
- -interpersonal communication and group process
- -peer teaching.

Peer teaching was not considered so important by the cooperating teachers as it was by the student teachers. Student teachers felt there was great benefit from this part of the course. Questionnaire and interview data confirmed that student teachers and cooperating teachers felt knowledge of lesson planning was very worthwhile.

2. Topics which appear to require less concentration include:

- -provincial curriculum guides
- -evaluating students
- -communication in the school and community
- -what teaching is.

After their student teaching experience, student teachers rated evaluating students low in importance. They probably had no need in this very general course to evaluate. "Communication in the School and Community," according to Spitz (1978) was considered by the secondary education methods professors to be premature. The conclusion appears to be supported by the poor quality of work done in these sections of the manual. The professors also considered "What Teaching Is" to be premature, according to Spitz. Student teachers rated this topic lower in importance on the post-questionnaire than they did on the pre-questionnaire. The instructor and one student teacher suggested that the topic may have been more successful if it had been presented after the student teaching experience or later in the experience.

b. Some of the problems with the Ed.CI section of the course could be alleviated by the following:

1. The amount of material to be covered should be reduced and kept at a general level.

2. The length of the lecture should be changed to no more than one hour and twenty minutes, if conditions are appropriate. If this is not possible, then the three-hour class will have to be very carefully planned to include a greater variety of change of pace activities.

3. More class discussions should be held with more student involvement activities.

4. Comeback seminars should be held on a regular basis, especially for the purpose of discussing their in-school experiences.

_c._ Attendance was a problem observed by the investigator, the instructor and several student teachers. Although questionnaire data strongly suggests that student teachers do not like the idea of compulsory attendance, feeling that it infringes on their student rights, it is recommended that attendance for the course be compulsory.

d. Questionnaire data revealed that effort student teachers put into reading the text and handouts was minimal. Because of this, more frequent testing should occur and possibly more assignments given where both text and handouts must be used. Everything that the student teachers do in this case seems to require a mark or some type of incentive, in order to encourage them to put some effort into the course.

4. Additional Recommendations

Findings of this study suggest the following additional recommendations:

a. Efforts should be made to continue to keep the Ed.CI and Ed.Pra. parts of the course integrated or related to a high degree. One should complement the other. This was one of the major objectives of the program, but questionnaire results indicated that this objective was achieved only to an "average" degree.

b. If possible, in-services should be held one week before the student teachers arrive at the school. In the present study, cooperating teachers should have been indoctrinated heavily before the program began because there was so much new information to become familiar with.

c. In-services should continue as an essential part of the overall program. In this study, cooperating teachers and university professors felt that the in-services were very worthwhile. The number of in-services should vary according to the needs at the time. Those in charge of organizing the in-services might take the following points into consideration when planning the in-services:

1. a different number of in-services for experienced and new cooperating teachers
2. different sessions for teachers who are familiar with the program and those who are not
3. sessions on evaluation of the student teacher (Cooperating teachers should strive for more consistency in evaluation and good quality written evaluations).

_d._ Student teachers should be encouraged after the course to discuss their teaching career plans with either student counselling, their Ed.CI instructor, or their cooperating teacher. All three groups were recognized as sources of help on the post-questionnaire. However, by the end of the course, the most popular choice was the cooperating teacher.

_e._ Student teachers should be encouraged by cooperating teachers and the Ed.CI instructor to make every effort to attend all their days at the school, in order to observe and obtain as much practical experience as they can. Harsh penalties do not seem to be required since their attendance at the school was quite good. Their attitudes towards attending the schools appeared to be very favorable. However, the student teachers should be required to explain their absence and arrange to make it up some other time.

C. After Word

In any study many intuitive reactions occur which do not form part of the data. This study was no exception. In the following pages I[19] would like to report some of the thoughts and feelings I had while I collected the data and analyzed it.

1. Cooperating Teacher Reaction to the Course

It was my feeling that initially the cooperating teachers were skeptical about the new program's value to the student teacher. Many cooperating teachers held the view that their own university preparation for teaching was inadequate and that they had learned to teach principally when they were placed in the classroom full-time. I also felt that, because of these pre-formed opinions, they did not grasp the true meaning of the program until the course was almost over. As was reported in the text, the cooperating teachers appeared to become more convinced of the value of the program the more they worked with it.

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[19] The use of the first person in the following section deviates somewhat from standard thesis style. However, inasmuch as the following section discusses subjective opinions rather than objective facts, I feel that the first person is appropriate. I feel that some of what I learned in the study which was of value to me, and I hope of interest to others, would have been lost without the following section.

2. Student Teacher Daily Log Book

Although as reported above, cooperating teachers felt at both the beginning and the end of the course, that the log was important, and although student teachers felt in the beginning that the log was worthwhile, I wonder about its value. That many student teachers stopped doing it suggests that it was not a rewarding experience. Furthermore, questionnaire data and subjective examination of the logs suggested that they did not gain much from this experience.

3. Reasons That Student Teachers Took the Experimental Course

One assumes that when student teachers volunteer to take an experimental course they do so because they have an interest in it. However, interviews revealed that this was not the case. Reasons given for taking this course included the following:

-It fit into my timetable.

-I would be able to get into a school and teach.

-I knew I would have to take this course so I might as well get it over with.

-I want to try everything; I want different experiences.

-I feel lucky to take this course this year and not next.

-I like the idea of having input into the formation of a course.

-I considered advantages and disadvantages before signing up and plan to make a good effort to learn something from it.

After examining student teacher manuals and talking with the them, I felt that the majority of student teachers had taken the course hoping to put in very little effort to receive a pass grade.

4. Cooperating Teacher Involvement with the Experimental Course

While it is not an extremely important aspect of the evaluation, it is worth noting that the sample of cooperating teachers was by and large not comprised of those who might normally be expected to volunteer. Almost all the cooperating teachers were recruited by the course instructor and, therefore, would probably have more personal commitment to the course.

5. Methods of Data Collecting

There were advantages to using both interviews and questionnaires as data gathering methods. For example, questionnaires allowed me to ask specific questions which I was interested in and the interviews, primarily unstructured, allowed other aspects I had not thought of to emerge, for example, attitudes. At some points in the program the student teachers were angry, frustrated and unhappy with the Ed.CI class, but very satisfied with their in-school experience. Through in-depth interviews conducted with cooperating teachers at three different times, I sensed that they had not really come to grips with the program until much later on, information that questionnaires alone would not have discovered.

a. Advantages and Disadvantages of the Unstructured Interviews. In general, the interviews allowed me to be aware of and share some participants' personal thoughts about the program which I otherwise would not have known about. For example, one cooperating teacher wondered out loud if his critical remarks would have any effect on revision of the course. To a certain extent, some confided in me. One student teacher explained that he could say things to me which he could not say to his instructor. Some shared personal thoughts about student teaching in their subject areas. A cooperating teacher and faculty consultant, each in different subject areas, felt that his own subject area was different enough from the other's to warrant different treatment. For example, one felt that observing in different classrooms would not be very beneficial since the subject area involved required different methods of discipline and classroom management. The other person felt that his subject area was the toughest to teach and that, because of their prior experiences, the majority of student teachers in this subject area are able to begin teaching immediately. He felt that because of this, student teachers in his subject area did not really need the gradual introduction since they already had a fair degree of confidence.

Using the unstructured interviews gave me a more complete picture of how all the participants were experiencing the program. A chief advantage to the in-depth interviews conducted with the three cooperating teachers was that I felt I was able to come very close to the experience, in human terms. I could observe a strong personal and professional relationship between the cooperating teachers and student teachers. The in-depth interviews allowed me to identify what types of expectations and responsibilities the cooperating teachers in particular had regarding themselves and the student teachers. This is important, in that the student teacher learns through the interaction between himself and the cooperating teacher, and that personal qualities do play a part in how successful this can be.

I felt that there were two difficulties with the unstructured interviews. One was that occasionally I would hear some opinion or feeling expressed and wonder if the other participants felt that way as well. That participants did not mention a point, does not mean that they do not have an opinion on it. However, one cannot claim consensus if a remark appears a few times. Another difficulty with unstructured interviews, I feel, is that they do not yield a great deal of reportable hard data. A third difficulty I found was repetition. Comparing questionnaire data and interview data, I felt that there was much repetition and therefore I had to combine both types of data in the results section of the thesis.

b. Telephone Interviews. I felt that the informal telephone interview was an excellent method of collecting data. Twice during the course, a short time after it had been started and at the end, I telephoned the cooperating teachers and asked them specific questions about aspects of the program which I was not clear on. I was able to receive immediate feedback and determine if anything major was wrong with the course at that point in time. I did not collect a large amount of data in this manner, but the interviews were very valuable as a supplementary method of data gathering. Interestingly, the majority of the cooperating teachers indicated that if they had a choice regarding types of interviews, they preferred the face-to-face type, but they were also comfortable with the telephone type.

c. Adapting to the Needs of the Study . By using both interviews and questionnaires, I was able to respond and adapt to the needs of the study. For example, I used questions and problems with the program that were hinted at or stated during interviews, in order to compose questions which added valuable information to the final questionnaire.

A good example of responding to a particular need is illustrated by the question of the role of the faculty consultant. After the final questionnaires had been administered to the cooperating teachers, and after attending the final in-service, I had a question regarding the cooperating teachers' opinions about the role of the faculty consultant. At this time it seemed to me to be an important question. Thus, I telephoned them all. I also telephoned the student teachers to ascertain their opinion of the final exam.

In addition to the interviews and questionnaires, other factors which also contributed to my overall understanding of the program were

-examination of the manuals completed by student teachers and those criticized by the cooperating teachers

-my attendance at the Phase II committee meetings held prior to the experimental course

-attendance at the in-services

-my attendance at the beginning of each university Ed.CI class (I had brief chats with the instructor and some student teachers while collecting my activity sheets)

Because I used a variety of methods to gather data, I feel that there is very little of the program which I do not have some information on or insight into. One method alone would not have given me the complete picture I have.

6. Collecting the Data

One difficulty in collecting data from human beings is that one cannot get them all. I was unable to obtain a complete set of pre- and post-questionnaires from the student teachers. In the first case, one student teacher was absent from the first class, but filled it in later; however, I was unable to use it since he had already visited his school prior to completing the pre-questionnaire. In the second case, I tried to arrange several times to have the student teacher complete it; she did not show up. I was also unable to obtain a complete set of post-questionnaires from the cooperating teachers. Since one had not attended any of the in-services, he could complete only the parts of it he was familiar with. I also had to mail him his pre-questionnaire and then discard it because he completed it after the course had been running for a week or so.

I felt that the student teachers (unlike the cooperating teachers) were not very cooperative with respect to my data gathering. I encountered several problems with them. For example, it required three weeks to telephone and arrange the first set of 16 student teacher interviews, whereas it required only one week for the second set. Both sets of interviews had absentees--one student teacher missed five interview appointments. Finally, it was so late that I simply telephoned her and recorded her interview by handwriting. Regarding collecting activity sheets, I made numerous phone calls at the end of the course requesting these. Several student teachers promised to deliver them to me, but they did not. Consequently, I have an incomplete set of activity sheets, 11 of a possible 16.

In general, I felt that the majority of the respondents were quite comfortable during the interviews. I was satisfied that the participants were at ease enough to discuss freely with me their thoughts and feelings regarding the program. Since most of the student teachers talked for at least a half hour, and several of them for an hour, I felt that they were pretty much at ease. One student teacher did not want to be tape recorded; consequently, I complied with her wishes and took down a few notes. An interesting observation I made about the interviews was that there was a definite change in the student teachers' confidence when talking with me from one set of interviews to the next. By the second set of interviews, they seemed to have found their voices. Perhaps this was because they had been teaching (having to talk), or perhaps by this time they were more familiar with me.

As I was conducting the unstructured interviews, I made an interesting observation regarding the participants' reactions to me and the unstructured interviews. A great number of the interviews began by saying to me, "Well, what do you want to know?" Apparently, they expected that I would simply ask them questions and they would respond. This suggests that they were quite unfamiliar with unstructured interviews. I was not completely convinced by the end of the course that these interview types were viewed any differently from other interview types by the student teachers or cooperating teachers (perhaps similar to an appointment with their advisor or counsellor.)

One method of collecting data which I found very valuable was that of recording my own reactions and opinions immediately after interviews were conducted and questionnaires administered. It was at this time that I noted the problems involved with collecting the data.

I also felt that recording, transcribing and interpreting the interviews was an excellent method for collecting and checking the data. The main disadvantage was that it was very time consuming. The major advantage, however, was that it allowed me to give the interviewee a chance to change his opinion if he felt differently than what was interpreted. Interestingly, only two minor changes were made in the interview interpretations.

Although a few aspects of the interviews with the student teachers appeared to be valuable, I felt that many of their comments were low quality and not very important, probably because they had little experience with teaching and were quite young. The most disturbing aspect about the interviews was listening to the large number of negative remarks about the university class, especially criticism of the instructor. At the same time, I realized that the student teachers were really uninformed, but believed earnestly in what they were saying. After analyzing the data, I became more convinced that the student teachers were not the best source of suggestions for revision purposes. Better sources of suggestions would include classroom teachers, for the in-school part, and secondary education methods professors, for the Ed.CI part of the program.

7. Looking Back

In retrospect, if I were to redo the study with the benefits of hindsight, the changes I would make would be very minor. Interestingly, there were no data which I would have liked to have from the beginning of the study which I did not have. A problem I faced which I still do not know how to resolve is that of data collection. I was unsuccessful in obtaining complete sets of questionnaires and activity sheets. It was not possible to secure the cooperation of all respondents. I could offer them no incentive other than publicizing their views.

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APPENDIX A (1)

ED. PRA. 252 STUDENT TEACHER PRE-QUESTIONNAIRE

January 3, 1979 Birthday

Day	Month	Year

As you know this experimental course "Teaching in the Secondary School" will become compulsory for all Secondary Education students in 1979. This questionnaire is designed to gather information about your perceptions of the course, your perception of your role in the school and your background for dealing with the course. As with all experimental courses, this course will be revised in light of your experiences with it. Therefore we would appreciate your candid answers to the questions below. The answers you give to these questions will have no bearing on your grade but may help us to improve the course for future students. Please circle the appropriate response in the multiple choice questions.

I. Personal Details

1. Year of your B.Ed. Program

   a. first
   b. second
   c. third

2. What is your area of teaching specialization?

   ____

3. What is your second area of teaching interest?

   ____

4. In which division level would you prefer to teach?

   a. Division III (grades 7-9)
   b. Division IV (grades 10-12)

II. Perceptions of Role and Duties of a Teacher

1. At the present time, how do you view the degree of teachers' responsibilities in the following areas?

Degree of Responsibility:

Responsibilities	No or Little	1	2	3	4	5	A Great Deal
a. for classroom discipline		1	2	3	4	5	
b. for administrative tasks such as taking attendance		1	2	3	4	5	
c. for joining in class discussion		1	2	3	4	5	
d. for leading a class discussion		1	2	3	4	5	
e. clerical tasks (for example, duplication)		1	2	3	4	5	
f. lesson planning		1	2	3	4	5	

III. Perceptions of You as a Student Teacher

1. How do you think the students will view you?

   a. observer
   b. teacher-aide
   c. student teacher
   d. teacher
   e. other (specify) ________________

2. If you wish to be accepted as part of the teaching staff rather than as a student teacher what type of person do you need to be?

   ____

   ____

   ____

IV. Background

1. Your previous knowledge of education theory and practice will play a part in your experience in the schools during this term. On the following 1-5 scale, please estimate the importance of each of the following areas to your experience in the schools this term.

Area	Not Important	1	2	3	4	5	Very Important
a. educational administration		1	2	3	4	5	
b. educational foundations		1	2	3	4	5	
c. educational psychology		1	2	3	4	5	
d. curriculum and instruction (C & I)		1	2	3	4	5	

2. a. Have you had previous experience in keeping a log of classroom activities? Yes No

b. If yes, describe your experience.

____

____

c. What do you think are the advantages in keeping a daily log of classroom experiences?

____

____

3. a. Have you had any prior "teaching" experience? Please indicate which areas and what amount.

Area	Amount (e.g., hours, days, weeks, months, years, occasionally)
Phase I course (Ed.Pra.251)	
i. individual students	____________
ii. small groups	____________
iii. whole class	____________
iv. other (specify)	____________

b. How many different classrooms have you observed or taught in? Please indicate the number.

Type	Number Observed	Number Taught
1. elementary	________	________
2. secondary	________	________
3. other (specify)	________	________

4. a. How many Ed.CI courses have you taken? Please list by course name or number.

____________________ ____________________

____________________ ____________________

____________________ ____________________

b. How many courses did you take in your area of teaching specialization up to January 1979? Please list by course name or number.

____________________ ____________________

____________________ ____________________

____________________ ____________________

?

V. Course Content

1. The portion of the course taken in your university classroom will cover the following topics. Please estimate the importance of these topics in relation to what you anticipate you will be doing in the schools.

Topics	Not Important	1	2	3	4	5	Very Important
a. what teaching is		1	2	3	4	5	
b. classroom management		1	2	3	4	5	
c. interpersonal communication skills and group processes		1	2	3	4	5	
d. maintaining discipline		1	2	3	4	5	
e. instructional techniques and strategies		1	2	3	4	5	
f. questioning strategies and techniques		1	2	3	4	5	
g. curriculum planning							
i. instructional planning		1	2	3	4	5	
ii. instructional objectives		1	2	3	4	5	
iii. components of a lesson plan		1	2	3	4	5	
iv. lesson presentation		1	2	3	4	5	
h. assessing and evaluating students, including evaluative techniques, record keeping and reporting		1	2	3	4	5	
i. peer teaching		1	2	3	4	5	

VI. School Content

1. What types of activities do you feel the in-school experience part of the course will involve? Note that the in-school part of the program will be approximately 50 hours. Please estimate the ideal proportion of time for each activity.

Activities	Percentage
a. informal discussion with the classroom teacher	________
b. informal discussion with other teachers in the school	________
c. observing a variety of classes being taught	________
d. examining school materials, and plans and materials of the teachers	________
e. examining student written work and examinations	________

.../con't

VI. 1. .../con't

f. helping the classroom teacher with administrative tasks such as acquiring audio-visual equipment or distributing materials	________
g. teaching individual students	________
h. teaching small groups	________
i. teaching whole classes	________
j. talking to administrators	________
total	100%

2. Observing practicing teachers allows you the opportunity to learn by watching someone else teach. Please list in order of importance the five major skills of teaching you would like to learn this term.

a. ____________________ b. ____________________

c. ____________________ d. ____________________

e. ____________________

VII. Professional Career

1. a. If you do well or poorly in this course, will this influence your commitment to becoming a teacher?
Yes No

b. Following the course, would you like professional help on whether or not to continue with teaching?
Yes No

c. If your answer to question "b" is "Yes," where would you seek help?

i. student counselling	Yes	No
ii. your cooperating teacher	Yes	No
iii. your Ed.Pra.252 instructor	Yes	No

Please comment on anything that is not in the questionnaire that you feel is relevant to the course or the school experience.

____

____

____

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____

APPENDIX A (2)

ED. PRA. 252 COOPERATING TEACHER PRE-QUESTIONNAIRE

January 16, 1979

As part of the evaluation of this course, we would like to determine your initial perceptions of the course and what you feel the student teacher will be doing in your classroom. Please circle the appropriate response in the multiple choice questions.

I. Personal Details

1. Please list the subjects you teach and the number of classes of each.

Subjects Taught	Number of Classes

2. Teaching experience

   a. one or two years
   b. three to five years
   c. six to eleven years
   d. eleven to twenty years
   e. over twenty years

3. In your role as cooperating teacher how many student teachers have you supervised in the past (including this year)?

   a. one or two
   b. three to five
   c. six to ten
   d. eleven to twenty
   e. over twenty

4. Which degrees do you hold?

   a. no degree
   b. B.Ed.
   c. Bachelor degree other than B.Ed.
   d. Masters or Ph.D.
   e. other (specify)________________

5. What is your area of teaching specialization?

____

II. Perceptions of the Student Teacher

1. How do you think your students will view the student teacher?

   a. observer
   b. teacher-aide
   c. teacher
   d. student teacher
   e. other (specify) ____________________

2. What type of person will the student teacher have to be in order for him to be accepted by your students as part of the teaching staff?

   ____

   ____

   ____

III. Course Content

1. The portion of the course taken in the university classroom will cover the following topics. Please estimate the importance of these topics in relation to what you anticipate the student teacher will be doing in the schools.

Topics	Not Important 1 2 3 4 5 Very Important
a. what teaching is	1 2 3 4 5
b. classroom management	1 2 3 4 5
c. interpersonal communication skills and group processes	1 2 3 4 5
d. maintaining discipline	1 2 3 4 5
e. instructional techniques and strategies	1 2 3 4 5
f. questioning strategies and techniques	1 2 3 4 5
g. curriculum planning	
i. instructional planning	1 2 3 4 5
ii. instructional objectives	1 2 3 4 5
iii. components of a lesson plan	1 2 3 4 5
iv. lesson presentation	1 2 3 4 5
h. assessing and evaluating students, including evaluative techniques, record keeping and reporting	1 2 3 4 5
i. peer teaching	1 2 3 4 5
j. other (specify)	
____________________	1 2 3 4 5
____________________	1 2 3 4 5

IV. School Content

1. What types of activities do you feel the in-school experience part of the course should involve? Note that the in-school part of the program will be approximately 50 hours. Please estimate the ideal proportion of time for each activity.

Activities	Percentage
a. informal discussion with the classroom teacher	________
b. informal discussion with other teachers in the school	________
c. observing a variety of classes being taught	________
d. examining school materials, and plans and materials of the teachers	________
e. examining student written work and examinations	________
f. helping the classroom teacher with administrative tasks such as acquiring audio-visual equipment or distributing materials	________
g. teaching individual students	________
h. teaching small groups	________
i. teaching whole classes	________
j. talking to administrators	________
k. other (specify)	
________________________	________
________________________	________
total	100%

Please comment on anything that is not in the questionnaire that you feel is relevant to the course or the school experience.

____

____

____

____

____

APPENDIX A (3)

ED. PRA. 252 STUDENT TEACHER POST-QUESTIONNAIRE

March 28, 1979 Birthday

Day	Month	Year

As you know this experimental course "Teaching in the Secondary School" will become compulsory for all Secondary Education students in 1979. This questionnaire is designed to gather information about your perceptions of the course, your perception of your role in the school and your background for dealing with the course. As with all experimental courses, this course will be revised in light of your experiences with it. Therefore we would appreciate your candid answers to the questions below. The answers you give to these questions will have no bearing on your grade in this course but may help us to improve the course for future students.

I. Perceptions of Role and Duties of a Teacher

1. At the present time, how do you view the degree of teacher responsibilities in the following areas?

Responsibilities	Degree of Responsibility: No or Little 1 2 3 4 5 A Great Deal
a. for classroom discipline and management	1 2 3 4 5
b. for administrative tasks such as taking attendance	1 2 3 4 5
c. for joining in class discussion	1 2 3 4 5
d. for leading a class discussion	1 2 3 4 5
e. clerical tasks (for example duplication)	1 2 3 4 5
f. planning for instruction	1 2 3 4 5
g. evaluating students	1 2 3 4 5
h. other (specify) ______________________	1 2 3 4 5
______________________	1 2 3 4 5

II. Perceptions of You as a Student Teacher

1. How do you think the students you taught viewed you?

    a. as observer
    b. as teacher-aide
    c. as teacher
    d. as student teacher
    e. other (specify)____________________

2. If you wanted to be accepted as part of the teaching staff rather than as a student teacher what type of person did you need to be?

    ____
    ____
    ____
    ____
    ____

III. Course Content

1. The portion of the course taken in your university classroom covered the following topics. Please estimate the importance of these topics in relation to your experience in the school.

Topics	Not Important 1 2 3 4 5 Very Important
a. what teaching is	1 2 3 4 5
b. classroom management	1 2 3 4 5
c. interpersonal communication skills and group processes	1 2 3 4 5
d. maintaining discipline	1 2 3 4 5
e. instructional techniques and strategies	1 2 3 4 5
f. skill of motivation	1 2 3 4 5
g. skill of explaining	1 2 3 4 5
h. questioning strategies and techniques	1 2 3 4 5
i. curriculum planning	
i. instructional planning	1 2 3 4 5
ii. instructional objectives	1 2 3 4 5
iii. components of a lesson plan	1 2 3 4 5
iv. lesson presentation	1 2 3 4 5
v. self-evaluation	1 2 3 4 5
vi. provincial curriculum guides	1 2 3 4 5
j. assessing and evaluating students, including evaluative techniques, record keeping and reporting	1 2 3 4 5
k. peer teaching	1 2 3 4 5

2. a. Do you feel that more topics on skills, for example, the skill of reinforcing or the skill of variability (using different teaching strategies) should have been presented in the class? Yes No Please explain.

____

____

b. Should the course include more peer teaching? Yes No Please comment.

____

____

c. Do you feel that attendance should be compulsory for this portion of the course? Yes No Please explain.

____

____

d. To what degree did the material covered in class relate to your in-school experience?

Very Little 1 2 3 4 5 A Great Deal

3. a. Please estimate the amount of the course manual you completed: ______ Percent

b. Please indicate the strengths of the course manual (that is, what parts did you find most valuable and why?)

____

____

____

c. Please indicate the weaknesses of the course manual (that is, what parts did you find least valuable and why?)

____

____

____

d. Please estimate the amount of the course textbook (Cooper) that you read: ______ Percent

e. Please estimate the amount of the class handouts of research readings that you read: ______ Percent

f. Would you recommend that this textbook be used in future offerings of the course? Yes No Explain.

____

____

4. a. Do you feel that the evaluation for this part of the course is fair? Yes No Please comment.

____

____

b\. Do you feel that the class assignments were of practical value to you? Yes No Please comment.

____

____

5. What is the ideal timetabling of the in-class university session?

a. one three hour class once a week
b. two one hour and twenty minute classes per week
c. three one hour classes per week
d. other (specify) ______________________________

IV. School Content

1. Some of the activities of the in-school part of the program are listed below. Please estimate the ideal proportion of time you feel should be spent in these activities.

Activities	Percentage
a. informal discussion with classroom teacher	_____
b. informal discussion with other teachers in the school	_____
c. observing the cooperating teacher	_____
d. observing a variety of classes being taught	_____
e. talking to administrators	_____
f. examining school materials, and plans and materials of the teachers	_____
g. examining student written work and examinations	_____
h. helping the classroom teacher with administrative tasks such as acquiring audio-visual materials or distributing materials	_____
i. examining curriculum guides	_____
j. teaching individual students	_____
k. teaching small groups	_____
l. teaching whole classes	_____
m. other (specify) ______________________	_____
Total	100%

2. a. Did you complete your log book daily? Yes No

   b. What problems were involved in completing the log book?

   ____

   ____

   c. What did you gain from completing the log book?

   ____

   ____

3. To what degree were the following courses of value to you in your in-school portion of the course? Please estimate the importance of each of the following areas to your experience in the schools this term.

Area	Not Important	1	2	3	4	5	Very Important
a. educational administration		1	2	3	4	5	
b. educational foundations		1	2	3	4	5	
c. educational psychology		1	2	3	4	5	

4. a. To what degree do you feel that the in-school portion of the course was important in your training to become a teacher?

   Not Important 1 2 3 4 5 Very Important

   b. What do you feel should be changed to improve this experience?

   ____

   ____

   ____

5. a. Were you placed in your area of teaching specialization? Yes No

   b. If the answer to "a" was no, did this detract from your in-school experiences? Yes No
   Please explain.

   ____

   ____

   ____

6. Please rank your university preparation in the subject area you taught.

   Inadequate 1 2 3 4 5 Excellent

7. Please list the skills of classroom teaching you have learned from (a) the university class (b) school that you feel will help you in your career as a teacher.

   a. university class:__________________________________

   b. school:_______________________________________

8. Your university class suggested that your in-school experience would consist of certain activities. Please list activities included in the university class but not part of your in-school experience. (The intent of this question is to determine what types of information should be given to cooperating teachers at the in-service sessions.)_______________________________________

V. Evaluation of the Course

1. a. Do you agree that the cooperating teacher should provide the total evaluation for the in-school portion? Yes No

   b. If your answer is no, please indicate how you think you should be evaluated and why?________________________

2. a. Would you recommend that all secondary education students take Ed.Pra.252 prior to their major student-teaching rounds? Yes No

   b. Do you feel more confident about doing your professional term of student teaching as a result of taking this course? Yes No

   c. Please indicate any ways you would improve the course in

      i. the in-school experience________________________

      ii. the university class___________________________

VI. Professional Career

1. a. If you do well or poorly in this course will this influence your commitment to becoming a teacher?
   Yes No
   b. Folloiwng the course, would you like professional help on whether or not to continue with teaching?
   Yes No
   c. If your answer to question "b" is yes, where would you seek help?

i.	student counselling	Yes	No
ii.	your cooperating teacher	Yes	No
iii.	your Ed. Pra. instructor	Yes	No

VII. Course Objectives

Below is a list of the course objectives which are in your manual.

1. A close integration of theory and practice will be maintained wherever possible with a view to examining theory and practice as differing aspects of the same thing. It is hoped that students will develop for themselves an understanding that there is a reciprocal arrangement between theory and practice, and that one always affects the other. Both on-campus and in-school activities will be used to help students experience this integration.

   a. Please rate the importance of this objective.

   Not Important 1 2 3 4 5 Very Important

   b. Please estimate the degree to which you feel this objective was achieved.

   Not Achieved 1 2 3 4 5 Fully Achieved

2. Emphasis is placed upon the development in the student teacher, through analysis and application of specific skills and techniques related to teaching and learning as well as social-professional interaction.

   a. Please rate the importance of this objective.

   Not Important 1 2 3 4 5 Very Important

   b. Please estimate the degree to which you feel this objective was achieved.

   Not Achieved 1 2 3 4 5 Fully Achieved

3. In keeping with the belief that students should be introduced to the complexities of teaching on a gradual basis, students should move from participation in teaching/learning situations characterized initially

.../con't

by brief lessons or components of lessons, small groups of learners, less frequent and complex responsibilities, and a high degree of support in planning; to participation in teaching/learning situations that involve longer lessons with larger, and/or more numerous groups, with a greater degree of responsibility for planning and organization. As well, students should move from the development, application, and analysis of simple teaching skills and methodologies to more complex and sophisticated teaching skills and methodologies.

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

4. Pedagogy, the principles and methods of teaching, are combined with many other aspects of school life and are fundamental to our notion of being educated. There are a variety of pedagogical styles, each with its own set of underlying assumptions, which need to be examined.

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

5. Students should be provided with an opportunity to reflect upon their own assumptions and beliefs about learning, children's intellectual status, teaching style, and curricula in order for them to begin development of their own pedagogical style.

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

Please comment on anything that is not in the questionnaire that you feel is relevant to the course or the school experience.____

____

____

____

____

APPENDIX A (4)

ED. PRA. 252 COOPERATING TEACHER POST-QUESTIONNAIRE

April 3, 1979

As part of the evaluation of this course, we would like to determine your final perceptions of the course and what you feel about what the student teacher did in your classroom.

I. Perceptions of the Student Teacher

1. How do you think your students viewed the student teacher?

   a. as observer
   b. as teacher-aide
   c. as teacher
   d. as student teacher
   e. other (specify)______________

2. What type of person did the student teacher need to be in order for him to be accepted by your students as part of the teaching staff?

   ____

   ____

   ____

II. Course Content

1. The portion of the course taken in the university classroom covered the following topics. Please estimate the importance of these topics in relation to what the student teacher did in your classroom and school.

Topics	Not Important	1	2	3	4	5	Very Important
a. what teaching is		1	2	3	4	5	
b. classroom management		1	2	3	4	5	
c. interpersonal communication skills and group processes		1	2	3	4	5	
d. maintaining discipline		1	2	3	4	5	
e. instructional techniques and strategies		1	2	3	4	5	
f. skill of motivation		1	2	3	4	5	
g. skill of explaining		1	2	3	4	5	
h. questioning strategies and techniques		1	2	3	4	5	

.../con't

i. curriculum planning	
i. instructional planning	1 2 3 4 5
ii. instructional objectives	1 2 3 4 5
iii. components of a lesson plan	1 2 3 4 5
iv. lesson presentation	1 2 3 4 5
v. self-evaluation	1 2 3 4 5
vi. provincial curriculum guides	1 2 3 4 5
j. assessing and evaluating students, including evaluative techniques, record keeping and reporting	1 2 3 4 5
k. peer teaching	1 2 3 4 5

2. Please add any other topics which you feel should be included in the above list.

____

____

____

III. School Experience

1. The in-school part of the course involved some or all of the following activities. Please estimate the ideal proportion of time that you feel should be spent on each activity.

Activities	Percentage
a. informal discussion with classroom teacher	_____
b. informal discussion with other teachers in the school	_____
c. observing the cooperating teacher	_____
d. observing a variety of classes being taught	_____
e. talking to administrators	_____
f. examining school materials, and plans and materials of the teachers	_____
g. examining student written work and examinations	_____
h. helping the classroom teacher with administrative tasks such as acquiring audio-visual materials or distributing materials	_____
i. examining curriculum guides	_____
j. teaching individual students	_____
k. teaching small groups	_____
l. teaching whole classes	_____
m. other (specify)____________________	_____
Total	100%

2. Do you feel that there is any advantage to students by having them keep a log book? Yes No Please explain.

3. a. What percentage of the course manual did you read?
   ______ Percent
   b. Please indicate the strengths of the manual (that is the parts you feel are most valuable for the student teacher and why?)

   c. Please indicate the weaknesses of the course manual (that is the parts you feel are least valuable for the student teacher and why?)

4. What time of year do you feel would be the best time to hold the Phase II student-teaching experience?
   a. September
   b. later in the school year (sometime between October and March)
   c. May or June
   d. other (specify) ______

   Comment: ______

5. Has the school experience for the Phase II student teacher been different from that of student teachers in the conventional student-teaching programs?
   Yes No Please comment.

6. At which level do you feel a student teacher should have his first student-teaching experience?

   a. junior high
   b. senior high
   c. either junior or senior high

7. Do you feel that the student teacher should be in the schools

   a. half days, two days per week for ten weeks
   b. full days, each day for four weeks
   c. two full days a week for ten weeks
   d. other (specify)____________________________

IV. In-services

1. Would you recommend that the in-service session for teachers be continued? Yes No Please explain.

   ____

   ____

2. If the in-service should be continued would you recommend that it begin

   a. just before the student-teaching round
   b. one week before the student-teaching begins
   c. one month before the student-teaching begins
   d. other (specify)______________________________

   Comments:____

   ____

   ____

3. If the in-service should be continued what is the ideal number of sessions?

   a. 1
   b. 2
   c. 3
   d. 4
   e. 5
   f. more than 5

   Comments:____

   ____

   ____

4. Did the material presented in the in-service sessions differentiate sufficiently between the Phas II program and conventional student-teaching programs? Yes No Please explain.

   ____

   ____

   ____

5. Please note parts of the in-service you felt were most valuable, parts you found least valuable, and suggestions for additional items you would like to discuss.

____

____

____

____

V. Evaluation

1. For this course was the pass-fail method a suitable means of evaluation? Yes No Please explain.

____

____

2. Should student teacher evaluations be made by

   a. the teacher alone
   b. independently by the teacher and faculty consultant
   c. other (specify)______________________________

   Comments:______________________________

   ____

   ____

3. What type of evaluation form do you feel would be best for this course next year when the student teacher is in the schools for four full weeks?

   a. checklist with comments, ratings (pass-fail)
   b. checklist with ratings only (pass-fail)
   c. comments only (pass-fail)
   d. comments only (grade 1-9)

   If none of the choices is suitable, please describe the form which you feel would be most appropriate.

   ____

   ____

VI. Course Objectives

Below is a list of the course objectives which are in your manual.

1. A close integration of theory and practice will be maintained wherever possible with a view to examining theory and practice as differing aspects of the same thing. It is hoped that students will develop for themselves an understanding that there is a reciprocal

.../con't

arrangement between theory and practice, and that one always affects the other. Both on-campus and in-school activities will be used to help students experience this integration.

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

2. Emphasis is placed upon the development in the student teacher, through analysis and application of specific skills and techniques related to teaching and learning as well as social-professional interaction.

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

3. In keeping with the belief that students should be introduced to the complexities of teaching on a gradual basis, students should move from participation in teaching/learning situations characterized initially by brief lessons or components of lessons, small groups of learners, less frequent and complex responsibilities, and a high degree of support in planning; to participation in teaching/learning situations that involve longer lessons with larger, and/or more numerous groups, with a greater degree of responsibility for planning and organization. As well, students should move from the development, application, and analysis of simple teaching skills and methodologies to more complex and sophisticated teaching skills and methodologies.

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

4. Pedagogy, the principles and methods of teaching, are combined with many other aspects of school life and are fundamental to our notion of being educated. There are a variety of pedagogical styles, each with its own set of underlying assumptions, which need to be examined. (See next page.)

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

5. Students should be provided with an opportunity to reflect upon their own assumptions and beliefs about learning, children's intellectual status, teaching style, and curricula in order for them to begin development of their own pedagogical style.

a. Please rate the importance of this objective.

Not Important 1 2 3 4 5 Very Important

b. Please estimate the degree to which you feel this objective was achieved.

Not Achieved 1 2 3 4 5 Fully Achieved

Please add any objectives that you feel should be included in the above list.

____

____

____

____

Please comment on anything that is not in the questionnaire that you feel is relevant to the course or the school experience.

____

____

____

____

____

____

____

APPENDIX B

Questionnaire and Interview Schedule

Pre-questionnaires were administered to the Education Practicum student teachers at their first class, January 3, 1979.

Pre-questionnaires were administered to the cooperating teachers at their first in-service session, January 16, 1979.

Interviews with the student teachers were held twice during the program:

    Initial interviews: February 5 to February 23, 1979
    Final interviews: March 19 to March 23, 1979.

Telephone interviews were conducted with the cooperating teachers twice during the term:

    Initial interviews: February 13 to February 26, 1979
    Final interviews: April 8 to April 24, 1979.

Interviews with the cooperating teachers were held at times and dates convenient to them between February 19 and March 30.

    Initial interviews: February 20, February 28, March 2, 1979
    Intermediate interviews: March 12, March 14, March 16, 1979
    Final interviews: April 6 (two), April 16 (one), 1979.

Altogether nine interviews with three cooperating teachers were conducted.

Final questionnaires were administered to the student teachers at their second last university class, March 28, 1979.

Final questionnaires were administered to the cooperating teachers at their last in-service session, April 3, 1979.

Six interviews with faculty consultants were conducted from April 8 to April 27, 1979. An interview with the Assistant Dean of Practicum was conducted, May 23, 1979.

APPENDIX C(1)

Initial Telephone Interview Questions Asked Cooperating Teachers

Name:

Date:

1. What is the biggest criticism of the program?

2. What is the best feature of the program?

3. Comments on the in-service sessions.

4. What does the program mean to you?

5. Why did you get involved in this program?

6. Would you be interested in helping me with my research? This would entail several interviews at your school regarding the program in operation, in-school portion. The purpose of these interviews would be to get an in-depth look at the program in progress. I would be attempting to gain an understanding of how you as a teacher are viewing and interpreting the program.

   Yes/No

APPENDIX C(2)

Final Telephone Interview Questions Asked Cooperating Teachers

Name:

Date:

1. Did you understand the role of the faculty consultant for this program?

2. Is a faculty consultant necessary for this program?

   Next years program?

   What is your opinion based on?

3. How do you feel about Frank Jenkin's proposal for the manual?

4. What are your intentions regarding the workshop for creating activities for the Ed. Pra. program manual?

APPENDIX D

IN-SCHOOL ACTIVITIES CHECK LIST

Date ____________________

Activities	Time Spent	Comments (Please use the back of the page for additional comments.)
A. Informal discussion with classroom teacher		
B. Informal discussion with other teachers in the school		
C. Observing the classroom teacher (cooperating teacher)		
D. Observing another teacher (not your cooperating teacher)		
E. Observing (not C or D), specify		
F. Examining school materials, and plans and materials of the teacher's		
G. Examining student written work		
H. Helping the classroom teacher with administrative tasks such as acquiring audio-visual equipment or distributing materials		
I. Teaching individual students		
J. Teaching small groups		
K. Teaching whole class		
L. Talking to administrators		
M. Other, specify		

APPENDIX E

INSTRUCTIONS FOR COMPLETING THE IN-SCHOOL ACTIVITIES CHECK LIST

Please complete one copy of the attached in-school activities check list for each day that you are in the schools. I will collect these at the beginning of classes every Wednesday. I am the only one who will read these sheets and I will report comments anonymously only. I would ask you to put your name on each sheet so that I could be certain of getting one for every student.

Of course these sheets will have no bearing on your grade in the course nor will they reflect on your cooperating teacher. However, if we are to evaluate the course effectively we need to know the time you spent involved in various activities. Your frank comments will help to improve the experiences of future student teachers.

Jennifer Belanger
462-3334

APPENDIX F

Average Amounts of Time Student Teachers were Engaged in Various In-School Activities (Reported in Hours)

Activities	Weeks										
	1	2	3	4	5*	6*	7	8	9	10	11*
a. Talk with classroom teacher	1.34	1.00	1.17	1.06	.86	1.13	.76	.79	.73	.66	.77
b. Talk with other teachers	.28	.57	.28	.61	.43	.42	.26	.43	.35	.51	.38
c. Observing cooperating teacher	3.78	2.62	1.76	1.58	.73	.96	1.94	.98	1.33	1.12	.49
d. Observing another teacher	.27	.59	.76	1.02	1.07	.75	.15	.25	.25	.22	.17
e. Other observations	.01	.02	.15	.09	.00	.18	.09	.00	.00	.18	.00
f. Examining school materials	.40	.75	.34	.35	.62	.29	.08	.18	.24	.06	.30
g. Examining student written work	.35	.41	.57	.56	.40	.22	.61	.24	.22	.22	.39
h. Helping the classroom teacher	.27	.38	.34	.70	.40	.94	.37	.27	.39	.04	.00
i. Teaching individuals	.08	.53	.29	.13	.20	.39	.16	.15	.11	.35	.77
j. Teaching small groups	.00	.02	.04	.25	.21	.33	.04	.10	.29	.18	.49
k. Teaching whole class	.10	.72	.37	.50	1.08	.87	1.14	2.15	1.64	2.14	2.35
l. Talking to administrators	.20	.01	.00	.00	.00	.07	.05	.00	.08	.00	.38
m. Other, specify	.00	.02	.00	.00	.36	.63	.16	.20	.36	.12	.13
n. Weekly total	7.08	7.64	6.07	6.85	6.36	7.18	5.81	5.74	5.99	5.80	6.62

*Teachers' convention, week 5, Reading week, week 6, and the last week of university classes, week 11 represented a lower return of activity sheets.

APPENDIX G

University of Alberta - Faculty of Education PRACTICUM PROGRESS REPORT - PHASE II, SECONDARY EDUCATION

(Please Print)

Name of Student	Dates of the Round
Program	School
Co-operating Teacher	Faculty Consultant

MID-POINT ☐ **FINAL** ☐

NOTE: 1. This document is an indicator of growth towards professional competency and is NOT FOR USE AS AN EMPLOYMENT REFERENCE.
2. The purpose of this form is to give students specific feedback regarding their performance in the school. It is hoped that it will help students, cooperating teachers, and faculty consultants to identify strengths and weaknesses and ensure that effective help can be given where needed. It should be kept in mind that a students' ability in a particular area should be judged by the standard appropriate for a student at this stage of his/her teacher preparation program. On some occasion, it may not be possible to observe certain behavior. Please comment freely and discuss the assessment with your student.

EVALUATION: Check appropriate response.	UNSUCCESSFUL 1	LIMITED SUCCESS 2	AVERAGE 3	ABOVE AVERAGE 4	EXCELLENT 5	COMMENTS:
PERSONAL QUALITIES: Enthusiasm, initiative, appearance, resourcefulness, self-confidence, attitude.	☐	☐	☐	☐	☐	
PROFESSIONAL QUALITIES: Accepts assigned tasks, shows interest in aspects of teaching, dependability, reliability, punctuality, rapport with pupils, relations with staff. Accepts and acts on supervisory suggestions.	☐	☐	☐	☐	☐	
COMMUNICATION SKILLS: Appropriateness of oral and written language, quality of voice, fluency, mechanics of writing, nonverbal interactions.	☐	☐	☐	☐	☐	
LESSON PREPARATION: (emphasis on single lessons) Researching of content, definitions of objectives, planning of procedures, selection of aids and resources, analysis of lesson plans.	☐	☐	☐	☐	☐	
TEACHING SKILLS: (individual, small group, large group) Motivation, illustrating/explaining, questioning, use of teaching strategies, pacing, closure, self-evaluation.	☐	☐	☐	☐	☐	
CLASSROOM MANAGEMENT: Giving directions, handling routines, handling individual problems, self-control, controlling class.	☐	☐	☐	☐	☐	
RELATIONSHIP WITH PUPILS: Awareness of individual needs, adjustment to grade level, ability to secure and hold class attention, involve and use student participation, develop mutual respect.	☐	☐	☐	☐	☐	

ADDITIONAL COMMENTS:

Strengths at this time:

Before further teaching, areas needing improvement:

(PLEASE CHECK ONE AT THE TIME OF MAKING FINAL EVALUATION.)

☐ Satisfactory completion. Recommend proceeding to Phase III.

☐ Not satisfactorily completed. Recommend additional practicum in Phase II.

☐ Recommend withdrawal from Practicum.

APPENDIX H (1)

TABLE 27

Pre-questionnaire Ratings of the Degree of Importance of the Topics Presented in the Ed. CI Part of the Program by Student Teachers and Cooperating Teachers (1 = Unimportant; 5 = Very Important)

Topics	Ratings 1		2		3		4		5		Total Response	
	ST*	CT*	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT
What teaching is	0	0	0	2	3	4	7	3	5	6	15	15
Classroom management	0	0	0	0	1	2	7	4	7	9	15	15
Interpersonal communication skills	0	0	0	0	3	2	7	6	5	7	15	15
Discipline	0	0	0	0	1	2	8	6	6	7	15	15
Instructional strategies	0	0	0	0	2	1	3	7	10	7	15	15
Questioning techniques	0	0	1	0	2	1	7	10	5	4	15	15
Instructional planning	0	0	0	0	4	5	4	7	7	3	15	15
Instructional objectives	0	0	0	0	4	5	7	6	4	3	15	14
Components of a lesson plan	0	0	0	2	3	2	6	7	6	3	15	14
Lesson presentation	0	0	0	0	2	1	4	5	8	7	14	13
Evaluating students	0	0	1	3	4	5	8	5	2	2	15	15
Peer teaching	2	1	1	5	3	3	6	2	3	1	15	12
Other (for teachers only)												
Compulsory units as set by the board or central office								1				1
The teacher as salesman										1		1

*ST = Student teachers; *CT = Cooperating teachers

APPENDIX H (2)

TABLE 28

Post-questionnaire Ratings of the Degree of Importance of the Topics Presented in the Ed. CI Part of the Program by Student Teachers and Cooperating Teachers (1 = Unimportant; 5 = Very Important)

Topics	Ratings 1		2		3		4		5		Total Response	
	ST*	CT*	ST	CT	ST	CT	ST	CT	ST	CT	ST	CT
What teaching is	0	1	4	2	6	5	4	3	1	5	15	16
Classroom management	0	0	0	0	3	2	10	7	2	7	15	16
Interpersonal communication skills	0	0	1	1	5	4	7	7	2	4	15	16
Maintaining discipline	0	0	0	0	3	1	6	8	6	7	15	16
Instructional strategies	1	0	2	0	2	2	6	9	4	5	15	16
Skill of motivation**	0	0	0	0	5	3	5	6	5	7	15	16
Skill of explaining**	0	0	0	0	2	1	6	8	7	7	15	16
Questioning techniques	0	0	0	0	3	5	4	5	7	6	14	16
Instructional planning	0	1	0	0	4	7	3	5	8	3	15	16
Instructional objectives	0	0	0	0	4	11	4	3	7	2	15	16
Components of a lesson plan	0	0	0	1	2	6	3	5	10	4	15	16
Lesson presentation	0	0	0	0	4	2	4	7	7	7	15	16
Self evaluation**	0	0	2	0	3	2	6	10	4	4	15	16
Curriculum guides**	2	1	5	7	2	8	2	0	2	0	13	16
Evaluating students	2	0	3	3	2	8	5	4	1	1	13	16
Peer teaching	1	2	1	4	2	5	1	5	9	0	14	15

*ST = Student teachers; *CT = Cooperating teachers
**These four topics were included on the post-questionnaire but not on the pre-questionnaire.

APPENDIX I

TABLE 29

Pre- and Post-questionnaire Student Teacher Perceptions of the Duties of a Teacher (n = 15)
(1 = No Responsibility; 5 = A Great Deal of Responsibility)

Pre-questionnaire	Ratings					
Duties	1	2	3	4	5	n
a) Classroom discipline	0	0	0	4	11	15
b) Administrative tasks, attendance	1	1	5	5	3	15
c) Joining in class discussion	0	1	2	8	4	15
d) Leading a class discussion	0	1	5	8	1	15
e) Clerical tasks, duplication	2	3	6	2	2	15
f) Lesson planning	0	0	0	5	10	15
Post-questionnaire						
a) Classroom discipline	0	0	0	3	12	15
b) Administrative tasks, attendance	0	2	7	2	4	15
c) Joining in class discussion	0	0	7	4	4	15
d) Leading a class discussion	0	0	3	5	7	15
e) Clerical tasks, duplication	1	4	8	1	1	15
f) Planning for instruction	0	0	0	5	10	15
g) Evaluating students*	0	0	0	4	10	14
h) Other*	0	0	0	0	0	

*This topic was included on the post-questionnaire but not on the pre-questionnaire. One student teacher did not respond.

APPENDIX J

TABLE 30

Student Teacher Attendance at the Schools During the Program According to the Return of Activity Sheets

Student Number	Week 1	2	3	4	5*	6*	7	8	9	10*	11	12*	Total SA
1	1	1	1	1	0a	0	1	1	1	0	1	0	8
2	1	1	1	1	0a	0	1	1	1	0	1	1	9
3	.5a	1	1	1	1	0	0c	0c	1	0	.5c	0	6
4	.5c	.5c	0c	0c	1	.5	.5c	0c	0c	0	.5c	0	3.5
5	1	1	1	1	1	.5	.5c	1	1	0	1	0	9
6	1	1	1	1	.5a	1	1	1	1	0	1	0	9.5
7	1	1	.5a	1	.5a	0	1	1	1	0	1	0	8
8	1	1	1	1	1	0	1	1	1	0	1	1	10
9	1	.5a	1	.5b	.5a	0	.5a	.5c	0c	0	0c	0	4.5
10	1	1	1	.5a	.5a	1	1	1	1	0	1	0	9
11	1	1	1	0a	1	1	1	1	1	0	1	0	9
12	1	1	1	.5a	1	0	1	1	1	0	.5b	.5	8.5
13	.5a	1	1	.5c	.5a	0	.5c	1	0ac	0	0c	0	5
14	1	1	.5a	1	1	0	1	1	1	0	1	0	8.5
15	1	1	.5a	1	.5a	1	1	1	1	0	1	1	10
16	1	1	.5a	1	.5a	0	1	1	1	0	1	0	8
Classroom days per week	14.5	15	13	12	10.5	5	13	13.5	13	0	12.5	3.5	125.5

*Teachers' convention, week 5, Reading week, week 6, and the last week of university classes, week 12, represented a lower return of activity sheets. Week 10 was the school spring break.

a = Absent with reason; b = Absent without reason; c = Activity sheet not handed in;
SA = School attendance

APPENDIX K

Questions in the Manual which Cooperating Teachers Suggested Should be Deleted

VIIIB. School Organization

The emphasis in this exercise is on organizing for instruction. This exercise assumes that you will be able to probe and obtain information to reveal the overall, indepth effects of school policies, decisions and programs within the school. You should be looking for the reasons behind school regulations and procedure and you should be noting down the impressions and elaborations of the school personnel.

OBSERVATIONAL EXERCISE

4. The Function of the Principal

    a) With Curriculum: (principal's view, teacher's view, student's view)

    b) With Facilities:

    c) With Students:

    d) With Staff:

5. View of the School

    a) Principal:

    b) Teacher:

    c) Student:

    Questions such as "What do you like best about this school?", "What have you most contributed to this school?", "What are the school's most outstanding features?" might be asked of the appropriate students.

6. How are the principal's decisions (e.g. classrooms and equipment necessary and optional programs) in the school you are at affected by:

    a) financial restrictions and allotments

    b) local public expectations

    c) pupil's needs

    d) teacher talent

VIIIC. The Management of the Classroom

7. Is the thermometer located in such a way as to show the general temperature of the room correctly? How is the proper location ascertained?

8. Are temperature records kept? Of what value are they?

9. If there is no thermostatic control of heat, how is the temperature regulated?

10. What provision, if any, is there for regulating the humidity?

11. Describe the ventilating system and explain how it ventilates the room.

12. What are the teacher's responsibilities with respect to the ventilation of the room?

14. Describe in detail the system used in caring for the personal possessions of people such as:

    a) clothing
    b) overshoes and rubbers
    c) umbrellas
    d) lunch boxes
    e) skateboards
    f) bicycles
    g) personal effects, ie. music instruments, calculators
    h) gymnasium clothes
    i) books
    j) writing and drawing materials
    k) materials for projects

15. For which of the pupils' possessions are inadequate provision made?